

Inspection date	14/05/2013
Previous inspection date	12/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Actions and recommendations set at previous inspection have not been addressed, which means that the childminder does not show a capacity to maintain continuous improvement. The childminder's use of self evaluation is weak.
- The childminder has not completed risk assessments for outings that she takes children on. This compromises their safety on outings.
- The childminder does not carry out assessments, based on what children can do, to plan relevant activities and experiences to enable children have suitable challenges and learn through play.
- The childminder is not aware of her responsibility to complete a short written summary of progress for children between the ages of two and three years and share these with parents.
- The childminder has not developed her resources and activities to promote children's understanding of equality and diversity.

It has the following strengths

- The childminder has a strong bond with the children, who are happy and settled in her care.
- The childminder provides opportunities for children to play outside to develop their physical skills and support their health.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the interaction between the childminder and the children.
- The inspector sampled a range of documentation relating to the suitability of the childminder and the other household members.
- The inspector toured the premises.
- The inspector looked at children's observations and the childminder's policies and procedures.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 2005 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, four adult sons, her daughter in law and grandchild aged three years. They live in a house in a residential area, close to local amenities in Ilford, in the London Borough of Redbridge. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet cat. The childminder attends a toddler group and activities at the local children's centre. There is currently one child on roll, who is in the early years age range, attending on a part-time basis. The childminder operates all year round from 9am to 5pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess the risks and hazards which may arise for children on outings, and identify the steps required to remove, manage or minimise those risks and hazards.
- improve knowledge and understanding of the learning and development requirements in order to use observation and assessment to consider the individual needs, interests and stage of development of each child and to plan sufficiently challenging experiences in all areas of learning.
- review the progress of children aged between two and three years, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.
- develop the programme for understanding the world by providing resources and activities that promote children's understanding of equality and diversity, people and communities.
- develop self-evaluation systems including monitoring of the education programmes to identify areas of weakness and to drive improvements across practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder does not demonstrate a secure understanding of the learning and development requirements. She carries out regular observations of the children playing, but does not assess these accurately to provide activities and experiences based on children's interests, needs or stages of development. Therefore, it is not clear how much progress children have made in relation to their starting points. Furthermore, it is not clear how ready children are for the next stage in their learning or their move to school. The childminder is unaware of the requirement to carry out an assessment of children's progress between the ages of two and three years. As the childminder does not carry out secure assessments, she does not have the necessary information to carry out the two year progress check. This means that she is unable to provide parents with a summary of children's development in the prime areas. Furthermore, the childminder does not demonstrate a clear understanding of the importance of the two year progress check in identifying any areas where children may need additional support or how to support children's learning and development to close those gaps. This is a breach of the requirements of the Early Years Foundation Stage.

Children have opportunities to play in the childminder's back garden. Children develop their physical skills playing on the climbing frame. They learn about plants and how they grow, as they enjoy planting seeds in the childminder's garden. The childminder also takes the children to the local shops to buy fruit and vegetables so that they can take part in real-life activities.

Children show that they are happy and settled in the childminder's care, as they approach her for cuddles and reassurance when they feel uncertain. She supports their developing English language skills by repeating back words correctly, which helps them to hear the correct pronunciation of words. This helps children to learn to communicate with other children they meet in English.

The childminder has a fair range of resources for the children to play with. However, she has not addressed the recommendation set at the last inspection to improve the range of resources that reflect equality and diversity. This means that children are unable to fully develop an understanding of the wider world around them. As the childminder does not use effective assessment methods to identify children's current learning and development levels, she is unable to provide suitable challenges to engage children to learn through play. This means that children's ability to make progress is limited.

The contribution of the early years provision to the well-being of children

Children have a secure relationship with their childminder, as she takes time at the beginning of any new care arrangement to ensure that she has a suitable amount of information to be able to support new children to settle in. The childminder works closely

with the parents, to ensure that she follows any existing care routines. For example, the childminder ensures that she gives children their bottles of milk, and daily naps when parents request them. This ensures that children remain secure in their routines and are settled in the childminder's care. Children enjoy listening to stories being read to them, and make appropriate noises in response to the pictures. For example, they make sounds to represent a baby's cry when they see the picture of the baby crying in the book. The childminder supports children's behaviour through distraction and positive praise, which means that children are well-behaved in the setting, and respect the childminder's home. The childminder encourages the children to share resources as they enjoy a drawing activity together; this helps to develop their understanding of turn taking.

Children have daily opportunities to play outside, which supports their health and well-being. The childminder ensure that children wash their hands before eating snack, which helps to minimise the risk of cross infection. The parents provide the children's snacks and meals. The childminder ensures that children have access to fresh water at all times, which enables them to have a drink should they become thirsty. The childminder explains that she is aware of any dietary restrictions or allergies children may have through the child record forms that parents fill out prior to the start of any new care arrangement. This ensures that children do not have any foods, which may cause allergic reactions or are against cultural preferences. However, the childminder does not assess all possible hazards to protect children on outings.

The effectiveness of the leadership and management of the early years provision

The childminder does not demonstrate that she fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has not fully addressed a previous action set at the last inspection to ensure that a risk assessment is conducted for outings. Therefore, she has not considered all of the possible dangers when taking children out. This is a breach of the requirements of the Early Years Foundation Stage. The childminder does carry out risk assessment and daily checks on her home, which ensures that the setting is safe for the children who attend. She has stair gates in place, which ensures that children are unable to access areas of the setting, which are unsuitable to be in. for example, the kitchen. The childminder supports children to learn how to protect themselves in her home as she has an emergency evacuation plan and procedure in place, which is carried out and recorded regularly. The childminder shows a satisfactory understanding of the procedures to follow should she have a concern about a child in her care, as she has attends safeguarding training, and has relevant documentation in place to support this.

The childminder does not conduct any form of self- evaluation, which was a recommendation from her last inspection. This means that she is not aware of the weaknesses in her practice. Consequently, she is unable to set in place effective actions that will lead to improvements.

The childminder provides parents with verbal feedback when they collect their children,

which enables them to find out some things that their children have done during the day. Parent comments contained in a letter written for the inspection, show that the parents are happy with the care their children receive. However, parents do not receive a summary of their children's progress and are unable to see the progress in their children's learning and development. Therefore, parents are unable to support their children's learning and development at home, especially when their children are between the ages of two and three years old. The childminder has a link with her local authority development worker, which enables her to attend training courses and seek advice. However, she has not sought support to identify the weaker areas of her practice and put action plans in place. As a result, she has made few improvements since her previous inspection. The childminder does not have any links with local schools and pre-school, as she does not have any children who attend either. She states that she would take children to pre-school or school should parents request this, and would make appropriate links with teachers and other professionals if required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY309730
Local authority	Redbridge
Inspection number	814974
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	12/01/2011
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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