

<b>Inspection date</b>	27/06/2013
Previous inspection date	16/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder has limited understanding of safeguarding children to keep them safe. The public liability insurance and her paediatric first-aid qualification are out of date. The childminder also does not adequately risk assess her home environment and give enough consideration to fire safety. As a result, children are not safe and their well-being is compromised.
- The childminder is not aware of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She is unaware of the requirement to complete progress checks for two-year-olds and share this with parents. This contributes to her failure to ensure children make progress in all areas of learning.
- The childminder has limited information about the children in her care. She does not have any records that show their home address or the name of the parents or others who care for the children. As a result, children's welfare is not adequately supported.
- The childminder fails to encourage parents to share their observations of children's learning and development at home to help her to plan for children's future learning. Nor does she carry out an adequate evaluation of practice to identify key weaknesses.

#### **It has the following strengths**

- Children respond well to the childminder's instructions and settle in her care.

## 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 spoke to the childminder and her assistant.
- The inspector looked at available documentation and the childminder's certificates.
- The inspector spoke with the children and observed them in their play.
- The inspector viewed the area where children play and sleep.

## Inspector

Gillian Cubitt

## **Full Report**

### **Information about the setting**

The childminder registered in 2007. She lives with her teenage daughter and two grown up children in a first-floor maisonette in Abbeywood, in the London Borough of Greenwich. Access to the home is by a voice entry system and there are two flights of stairs. Children have the use of one sitting room. The childminder's eldest daughter sometimes works as an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group for two days each week.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We issued welfare requirement notices asking the provider to:

- take all reasonable steps to ensure the safety of children and others on the premises in the case of fire or other emergency, by ensuring that you have an emergency evacuation procedure and appropriate fire detection and control equipment, such as smoke detectors, which are in working order and ensure that fire doors are free from obstruction
- improve your understanding of children's safety by ensuring that you have clear procedures for assessing risks to children's safety, and that they are reviewed regularly.

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

- obtain public liability insurance
- complete paediatric first-aid training to ensure a current paediatric first-aid certificate is held, to safeguard children's health and well-being in case of an accident
- develop understanding of the learning and development requirements, giving priority to educational programmes for the prime and specific areas of learning
- make regular observations of children's learning, assess their progress across the seven areas of learning in relation to their age and stage of development, and use this information to plan the next steps for each child.
- implement systems to initiate progress checks for two-year-olds and discuss with parents and/or carers how the summary of development can be used to support learning at home and encourage parents to share their observations of children's learning at home
- obtain from parents the full details of the children including the name and address of every parent or carer who has parental responsibility for the child and with whom the child normally lives with including emergency contact details
- ensure there is a first-aid box accessible at all times with appropriate contents for use with children

## Inspection judgements

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

The childminder does not have an understanding of the welfare and learning requirements of the Statutory framework for the Early Years Foundation Stage. She does not have up-to-date documents or guidance to assist her in supporting children to make the best possible progress. This significantly affects the quality of teaching and limits children's progress. The childminder states she makes some observations and records this through photographs, but there is no evaluation to help the childminder identify and build on children's next steps for their learning.

Children have an adequate range of toys, which they are happy to choose and they play together well, keeping themselves occupied. They watch television, build bricks and look through books. The childminder interacts with the children at times, but fails to support or challenge their thinking or progress their learning. Her assistant starts to read them a story, but stops this and removes the books in favour of a children's television programme. Little is done to promote children's communication and language. Children play quietly together, entertaining themselves for much of the time. The childminder states she takes them out to parks and children's centres where they meet children of similar ages. This helps to improve children's social skills, although there are no plans to show children's activities on the day of inspection. The childminder encourages children to become independent and they show some signs of this as they wash their hands and feed themselves. Children are relaxed in the childminder's care and feel confident to ask for assistance when they want to go to the toilet. There is no evidence, observed or otherwise, to show that the provider offers children activities and experiences that promote all areas of children's learning. During the inspection, children are not offered any art or creative play and the childminder fails to introduce children to mathematical ideas. Opportunities for children to explore and investigate are limited to using the resources available to them indoors. There are no planned activities to motivate and challenge children in their learning. As a result, their progress is poor.

The childminder states she discusses children's progress with parents, but is unaware of the need to complete progress checks for two-year-olds and provide a written summary of findings to parents. She gives verbal feedback each day about what their children have been doing while in her care. However, the childminder is not aware of what the children do in their own home or when they are not with her. Consequently, she is unable to provide consistency in planning activities to extend children's learning.

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

The room where children play is not safe because the childminder has not given enough

consideration to risks. Although the balcony area is out-of-bounds for the children as it is unsafe, on the day of inspection the door was unlocked giving children access. Furthermore, the childminder's smoke detector in the hall is not working. The childminder has a written risk assessment, but fails to check the points recorded and ensure that identified risks are minimised. When discussing access to the balcony, the childminder showed a lack of understanding for children's safety.

Although children appear settled and generally occupied, the weak interaction from the adults caring for them does not foster their self-esteem and nurture them in their care and learning. Children have sufficient space to play, although the room is dimly lit due to the curtains being drawn, which restricts natural light. Children do not always go outdoors to play, which has a negative impact on children's health. They have an adequate supply of toys, which are appropriate to their ages and are clean. Children learn to wash their hands before eating, showing that the childminder is mindful of promoting hygiene. Children show their clean hands before eating their snack of chicken nuggets. They also enjoy their juice drinks afterwards. However, the childminder compromises children's health and well-being. She has failed to keep up to date with her first-aid training and does not have an accessible first-aid kit. This shows that the childminder is not vigilant to protect children in the event of an accident or tend to their needs if they are unwell.

The childminder does not have adequate procedures for settling in new children. There is a lack of documentation about the children, such as details of their home address and persons responsible for the children. The childminder is unaware of the nursery the children intend to go to, which means that systems are not in place to support children's move to other settings.

Children behave generally well. The childminder displays house rules and she encourages children to share their toys. When children disagree, the childminder has duplicates of some toys, which prevents arguments.

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

Leadership and management are inadequate. The childminder does not adhere to all welfare and learning requirements, which means there are breaches of requirements of registration. She has failed to maintain public liability insurance cover or keep her home safe; her first-aid qualification has expired and she has not arranged a further course. These failures also mean that requirements of the Childcare Register are not met. The childminder cannot demonstrate a suitable understanding of the Statutory framework for the Early Years Foundation Stage. Although she completed initial training, she is not confident in her role and responsibilities in meeting the learning and development requirements. This hinders her delivery and monitoring of educational programmes. Not enough is done by the childminder to identify where children are in their learning and she fails to plan appropriate play experiences to promote children's all-round learning and

development. The childminder has an understanding of safeguarding procedures to follow if she has concerns about a child. All required suitability checks for adults living in the household are in place. However, the childminder's home is not safe. Her risk assessments are not thorough; as a result, there are hazards that affect children's general safety, and safety in the event of a fire, such as the lack of working smoke detectors and appropriate evacuation procedures.

Although the childminder completed a self-evaluation of her practice at her last inspection, she has not maintained this level of care and attention to ensure she improves her provision. She has not updated her knowledge or participated in any training for three years. Also, recommendations from the last inspection have not been met. As a result of this poor system of self-evaluation, the childminder is not identifying or addressing the key weaknesses in the service she provides. Consequently, she is unaware of the failure to meet the legal requirements of the Early Years Foundation Stage.

The childminder states she has a friendly relationship with the parents. However, there are no written details from parents with regard to children's home address and the full names of their carers. This is a breach of the safeguarding and welfare requirements and means children's welfare cannot be assured. The childminder states she gives parents verbal feedback each day at collection. However, she does not have any information about who cares for the children when they are not with her and she does not know what children enjoy when they are at home. This lack of communication with parents, together with the weaknesses in her assessment and planning, means that there is no consistent support for children's learning and development. It also means that she cannot identify when she needs to work with other professionals to support individuals who may need help, because the childminder does not know children's strengths and areas where they need support.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first-aid qualification is completed to protect children's welfare (compulsory part of the Childcare Register)
- make sure there is insurance cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register)

- undertake a risk assessment of the home and equipment at least once in each calendar year or immediately where the need arises to identify and minimise risk; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records of the name, home address of each child who is looked after, as well as the name, home address of parent and/or carer of each child who is looked after (compulsory part of the Childcare Register)
- ensure parents are provided with information about the activities the children will undertake (compulsory part of the Childcare Register)
- ensure that appropriate first-aid qualification is completed to protect children's welfare (voluntary part of the Childcare Register)
- make sure there is insurance cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss (voluntary part of the Childcare Register)
- undertake a risk assessment of the home and equipment at least once in each calendar year or immediately where the need arises to identify and minimise risk; ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep records of the name, home address of each child who is looked after, as well as the name, home address of parent and/or carer of each child who is looked after (voluntary part of the Childcare Register)
- ensure parents are provided with information about the activities the children will undertake. (voluntary part of the Childcare Register)



## 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

<b>Unique reference number</b>	EY347146
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	914858
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/05/2012
<b>Telephone number</b>	

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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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