

<b>Inspection date</b>	03/07/2013
Previous inspection date	27/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

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

- The childminder does not have sufficient floor space for the numbers of children that she is caring for. This hinders children's play, movement and progression.
- The childminder has not completed the progress check for children aged between two and three years, as required.
- Children's safety is compromised because the childminder has not identified potential hazards indoors and outside.
- The childminder is not working in partnership with the schools that the children attend to enable her to promote continuity of care and learning for the children.
- The childminder is not using knowledge gained through training and self-evaluation systems to make sure requirements are met and to fully enable continuous improvement.

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

- The childminder's good questioning techniques, repeating children's responses and circle time sessions help to develop children's communication and language skills.
- Children develop a healthy interest in books and enjoy listening to stories.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the premises, including the layout and organisation of space.
  - The inspector interviewed the childminder.
  - The inspector observed the childminder interacting with the children.
- The inspector sampled some of the childminder's documentation, which included the
- register of attendance, children's registration forms, and procedures for risk assessment, outings and safeguarding.

## Inspector

Jennifer Liverpool

## **Full Report**

### **Information about the setting**

The childminder registered in 2011. She lives with her husband and two sons aged 12 and three years. They live in the Hackney Wick area in the London Borough of Hackney, close to public transport links, schools and parks. The whole of the ground floor of the house is used for childminding. Children have access to a secure outdoor play area. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She regularly works with an assistant. The childminder is currently minding seven children in the early years age group. She also looks after children from five to six years old before and after school.

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

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

- organise the premises and equipment in a way that meets the needs of the children to meet the requirements of the Statutory Framework for the Early Years Foundation Stage in relation to the indoor space
- review and improve the risk assessment for indoors and outdoors, and identify steps to be taken to minimise and manage those hazards to children
- review the progress of children aged between two and three and provide parents with a short written summary of their child's development in the prime areas. This must include the children's strengths and any areas where the children's progress is less expected

**To further improve the quality of the early years provision the provider should:**

- develop partnerships with other early years providers to support continuity and progression in children's care and education
- improve knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage further in order to provide children with the best possible start in life and enable children to reach their full potential, as they learn and develop well, keep healthy and safe
- foster a culture of continuous improvement by developing a more robust system of self-evaluation to clearly identify strengths and weaknesses.

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

The childminder is not meeting the requirement to provide sufficient indoor space for the number of children she is looks after. The childminder uses an open plan kitchen living area for childminding. However, children only have access to half of the room, as the kitchen area is sectioned off by a stairgate across the whole width of the room. At sleep time, children who do not require a sleep have limited access to activities. This is because table top activities are put away to make space for children who do need to sleep. In addition, the sleeping children's bedding is placed near storage units, thus restricting other children's access to resources. Also, the non-sleeping children are reminded to keep the sound of their voices low because other children are asleep. This hinders children's play,

movement and their progress.

The childminder observes the children during play and uses her notes to assess children's achievements. She provides a range of indoors and outdoor activities that are suited to the children's individual needs. However, the childminder has not put systems in place to review the progress of children aged between two and three years and provide their parents with a short written summary of their child's development in the prime areas of learning. This does not meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Nonetheless, the childminder has appropriately addressed a recommendation raised at the last inspection, when she was asked to support children's awareness of diversity. Children are now able to learn about themselves, others and the wider world through resources, activities and taking part in community celebrations at the local children's centre.

The childminder appropriately interacts with the children during their play. She talks to the children about what they are doing and respond to their interests. For example, children are encouraged to express their ideas during role play situations. Children use pebbles for pretend play and they talk about the foods they like to eat. The childminder asks children questions when reading their favourite stories and she repeats their responses. This helps to support children's language development. Children are developing counting skills when singing number songs and they are beginning to show interests in shapes when playing with puzzles.

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

The childminder meets most of the safeguarding and welfare requirements to support children's welfare and well-being. Children are settled and developing trusting relationships with the childminder. This is because she is caring and has an affectionate relationship with them. Children's self-confidence is developing because the childminder sensitively supports the children to become aware of their personal needs, such as toilet training. In addition to this, children benefit from the encouragement and praise that they receive. The childminder uses positive methods to manage children's behaviour so that they learn clear boundaries and develop respect for others. The children and the childminder regularly practise the emergency evacuation procedures. This helps children to learn to take responsibility for keeping themselves safe. However, as the childminder has failed to meet the requirements to provide children with sufficient space indoors to move freely, or to play without possible risks of danger, their well-being cannot be assured.

The childminder and her assistant hold current paediatric first aid certificates and indoor and outdoor first aid boxes are fully stocked with necessary items. This means children receive appropriate care if they sustain minor injuries. Children receive appropriate support for developing a healthy lifestyle. For example, the childminder reminds children to use a tissue when they need to wipe their noses. She also helps children to wash their hands before meals and after toileting and explains to them why they need to do so. Children enjoy varied and generally nutritious meals that meet with their dietary

requirements. The childminder ensures that fresh drinking water is easily accessible to the children so that they can help themselves to water throughout the day. This helps to prevent children from getting thirsty. Children have daily opportunities for physical play when they use a range of play equipment, such as, balls, tricycles and a mini trampoline out in the garden. Children also have opportunities to practise and develop physical skills when they go on outings to the local parks.

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

The childminder's procedures for safeguarding children in the setting are ineffective. The childminder's attendance register indicates that on certain days in the afternoon the childminder and her assistant are caring for a maximum of nine children under eight years in one half of the room. Although the childminder is meeting ratio requirements when both adults are caring for the children, the space the childminder uses for the number of children she currently looks after is limited, and not used appropriately to promote the children's development. Furthermore, the childminder is not meeting with the requirement to keep children safe on the premises; therefore children's safety is compromised. This is also a requirement of the Childcare Register. This is evident because the childminder stores trays and piles of items on top of cupboards that are not sufficiently sturdy. These items can fall down and injure a child. There are also gaps in the floor tiles, which can cause trip hazards for children. In addition to this, the children can easily access areas of the garden where there are wooden planks with splinters and prickly thorns on rosebushes.

The childminder demonstrates a sound understanding of the procedures to follow if she has concerns that a child is at risk of harm. The childminder generally keeps and maintains a number of documents relating to childminding activities. For example, she maintains children's registration forms, accidents and medication records and a valid insurance certificate. The childminder understands the process for children's observation and assessments and uses this to identify children's achievements and plan for their future development. However, she is not meeting with an aspect of the learning and development requirement to complete the two year old progress checks for children between the ages of two to three years.

The childminder's partnership with parents is sound as she gives daily feedback to parents about their child's day, which helps to promote consistency of care. The childminder works together with parents to support their children in developing personal independence skills. The childminder encourages parents to give their views about her services, which she uses to review her practice and make changes where necessary. She liaises with parents and outside agencies so that appropriate care can be provided for children with additional needs. However, the childminder has not developed partnerships with the schools that children attend in order to promote continuity of their care and learning.

The childminder has taken some positive steps to tackle recommendations raised at the last inspection, although these weaknesses are still not fully addressed. She was asked to

improve systems for self-evaluation and her knowledge of the welfare requirements. Since the last inspection, the childminder has reflected on her practice and made a number of improvements to the provision. She has also attended a number of training courses to build her knowledge of childcare. However, the childminder is not implementing this knowledge effectively to ensure her practice is adequate to meet requirements. In addition, the childminder's system of self-evaluation is not yet robust enough to clearly identify strengths and weaknesses, particularly where requirements are not being met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks. (compulsory 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>	EY420296
<b>Local authority</b>	Hackney
<b>Inspection number</b>	922016
<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>	5
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/09/2011
<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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