

Inspection date	11/07/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- The childminder leaves minded children in the sole care of the assistant beyond the maximum two hour period, and fails to obtain parents' permission to leave their child in the sole care of an assistant for short periods of time, compromising children's welfare.
- The childminder is not maintaining an accurate record of children's attendance, which does not promote children's welfare adequately, as required.
- The childminder does not encourage parents to contribute to an initial assessment of children's capabilities when children start or to share their views about the care and education their child receives through the self-evaluation process.
- Children do not have access to toys and resources that reflect positive images of disability and gender to fully promote their understanding of people's differences.
- The childminder has not developed partnerships with other providers in the lives of the children in order to promote continuity of care and learning for the children.

It has the following strengths

- Young children are learning to use their senses to explore and investigate toys and everyday items in their environment.
- The childminder's daily routines, explanations and activities help children to understand the importance of good personal hygiene.

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 interviewed the childminder.
- The inspector observed the childminder interacting with the children.
The inspector sampled some of the childminder's documentation, which included
- observation and assessments, procedures for risk assessment, outings and safeguarding.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and their three children aged 16, 12 and six years in Forest Gate in the London Borough of Waltham Forest, 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 childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. The childminder is currently minding four children in the early years age group.

What the setting needs to do to improve further

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

- obtain parent's permission to leave children in the sole care of an assistant, including for very short periods of time and ensure that children are only left in the sole charge of an assistant for two hours at most in a single day, so that children's well-being is assured
- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance, to ensure children are fully safeguarded.

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

- encourage parents to contribute to an initial assessment when children start in order that the childminder has good knowledge of children's abilities and can build on what they already know and can do from the outset
- develop partnerships with other early years providers to support continuity and progression in children's care and education
- extend children's understanding of the world around them by increasing the range of anti-discriminatory toys to include resources that reflect positive images of gender and disability
- improve systems of self-evaluation by obtaining parents' views about the care and education their children receive.

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

The childminder has a satisfactory understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She makes regular observations, records children's achievements and keeps samples of their work as evidence of what children can do. In response to the recommendation raised at the last inspection, the childminder uses her notes to highlight the next stage in children's development and plan for future activities.

Children enjoy a suitable range of activities indoors and outdoors that enable them to begin to explore and investigate. For example, children show curiosity when looking at

pop up books. They also repeatedly place balls at the top of the helter skelter toy and observe how the ball travels downwards. The childminder and her assistant support children's developing skills and understanding through play. For example, they encourage young children to fit construction bricks or puzzle pieces together. Young children use their senses to explore objects through observing, feeling, and sucking onto toys. Thus demonstrating how they interact with toys and their environment. The childminder teaches children a variety of simple action and rhyme songs. The children are beginning to join in action songs that help develop their coordination. The childminder takes children on visits to the farm where they can see and learn about different types of animals.

Children's language skills are developing because the childminder speaks clearly to the children, reads short stories to introduce new words and labels objects, She also encourages children to say what they see when playing with picture cards. Children have opportunities to develop creative skills as they use a range of role-play equipment and small world toys to make up pretend games. Children's artwork shows that they are able to make hand prints and express their ideas when making marks with crayons and paint. Children are beginning to learn to accept differences as they play with a suitable range of multi-racial dolls and look at books and puzzles that depict positive images of culture. However, there are few resources that reflect positive images of disability and gender to help children understand peoples' differences. The childminder support children to develop relationship with other children. For example, the childminder provides opportunities for young children to sit with small groups of children during mealtimes and they are encouraged to take part in group activities at toddler groups. This helps to support children in developing social skills.

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

Children are well settled because the childminder and their parents agree a settling-in plan, which caters for the children's needs. This includes parents spending time in the setting with their child during the first week. The childminder also asks parents to bring children's comfort aids into the setting, which she places where children can see easily find them. This helps to promote children's self-reassurance and emotional well-being. Children benefit from the affectionate relationship they have with the childminder. For example, children enjoy receiving hugs and they respond by wrapping their hands around the childminder's neck. They also begin to relate well with the assistant as they respond to encouragement to try out activities that are set out for them to play with.

The childminder organises the indoor space sufficiently, allowing children to move around, safely, freely and independently. For example, children have access to an open plan dining room. This leads to a playroom extension, equipped with low level storage facilities and a wash hand basin for daily hand washing routines. The childminder also provides children with additional space in the front room and a bedroom on the first floor, which enables children to have a comfortable place to sleep and rest in privacy. The childminder follows young children's individual routines for sleep. This promotes consistency of care and contributes to children's physical well-being. The children sleep according to their own

needs. However, children who fall asleep during the times when the childminder is due to go on training or visit the drop-in centre are left in the care of the assistant for longer than two hours, without their parents' permission. On these occasions, the childminder is not acting in the best interests of the children and therefore, children's well-being cannot be assured.

The childminder supports children to develop a healthy lifestyle as she helps them to attend to their personal needs, such as blowing their nose using tissues and washing their hands at routine times. Children benefit from eating freshly cooked meals each day. They receive a selection of fresh fruits for snacks. This helps them to develop healthy eating practices. Children engage in physical activities outdoors. They use the slide, push and pull along toys, sit on the rocker and run around the garden. Children's physical development is progressing. The childminder use resources and play opportunities to help children learn how to keep themselves safe. For example, samples of photographs show children wearing safety helmets and goggles when playing with work bench role-play equipment.

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

The childminder does not have a sufficient knowledge and understanding of the safeguarding and welfare requirements to adequately meet children's individual needs. The inspection was brought forward as a result of concerns raised regarding the childminder's use of an assistant when caring for children. The inspection found that the childminder does not comply with the requirements for working with assistants for the purpose of safeguarding the welfare of the children. On a number of occasions, the childminder admits to leaving some minded children in the care of her assistant for more than the required maximum of two hours to attend training courses. She also admits to leaving the minded children in the care of her assistant for more than two hours to visit the local toddler group with other minded children. In addition to this, the childminder has failed to obtain permission from parents before leaving their child in the sole care of the assistant for short periods of time, which includes the times when she attends other settings, training or collects other children from nursery. These are breaches of the safeguarding and welfare requirements and compromise children's safety, welfare and well-being. As a result of the inspection findings, the childminder is required to take further action. This is because she has not complied with the requirements relating to the use of assistants, as set out in the requirements for the Statutory framework for the Early Years Foundation Stage.

The childminder demonstrates a sufficient understanding of the procedures to follow in the event that she suspects that a child is at risk of harm. This means that she can recognise when a child is in danger and act appropriately. The childminder and her assistant hold current paediatric first aid certificates, enabling children to receive appropriate care if there is an accident. The childminder generally keeps most mandatory records for the safe management of the children and provision are in place and stored in a confidential manner. However, the childminder's record of attendance is not well

maintained as children's arrival and departure times are not always recorded. This means the childminder is not complying with the safeguarding and welfare requirements for the Statutory framework for the Early Years Foundation Stage and the associated requirements for the Childcare Register.

The childminder carries out regular risk assessment on the premises and prior to taking children out on trips. This helps to reduce potential hazards to children. The childminder has appropriately addressed the recommendation set at the last inspection, which has resulted in the childminder using her observation notes to plan a suitable range of activities indoors and outdoors to support children's learning. However, the childminder is not yet drawing upon parents' knowledge of their child at the start of the placement to enhance children's development from the outset. The childminder has a positive relationship with parents. She gives daily feedback to parents about their child's day and this helps to ensure consistency of care. The childminder also shares children's assessment reports with parents so that they are well informed about how their children are progressing. In addition to this, she provides parents with opportunities to read her policies and make available written information about the different areas of learning. This helps parents to understand how children learn through play.

The childminder cares for children who attend other early years settings. However, she has not yet considered how to work in partnership with other providers in the lives of the children for the purpose of providing continuity of care and learning. The childminder has updated her self-evaluation since the last inspection as she has moved premises. The childminder uses a self-evaluation process to identify her strengths and training; although she has not yet evaluated any changes to her circumstances, such as working with an assistant.

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:

- maintain an accurate record daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain an accurate record daily record of the names of the children looked after on the premises and their hours of attendance. (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

Unique reference number	EY269193
Local authority	Waltham Forest
Inspection number	923611
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	19/01/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

