

Inspection date	20/08/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	4	
	Previous inspection:	Not Applicable	
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

- Fresh drinking water is not readily available for children to help themselves to prevent them from becoming thirsty.
- The childminder is not vigilant enough to ensure that the environment is safe for children. This compromises children's safety.
- Weak self-evaluation systems mean the childminder does not have an accurate appraisal of her setting to identify and address key weaknesses in order to secure future improvements.
- Resources do not fully promote children's understanding of diversity and difference.

It has the following strengths

- Children form secure attachments because the childminder shows them care and affection, which helps to support their emotional well-being.
- Children's language and communication skills are supported effectively by the childminder.

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 activities in the main play areas.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at a selection of documents, including children's records, learning journals, policies, certificates and the childminder's self-evaluation.
- The inspector and childminder conducted a tour of the premises.
- The views of parent were taken from questionnaires.

Inspector

Pamela Bailey

Full Report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two children in the London Borough of Wandsworth, close to parks, schools, and public transport links. The childminder's home is situated in a ground floor flat, within a terrace house. The whole of the childminder's home is used for childminding. The childminder currently has one child on roll in the early years age group. She takes children to the local parks, the library and attends children's groups. She also takes and collects children from the local nursery school. The childminder is open Monday to Friday, from 8am to 6pm all year round. Holidays are agreed in advanced with the parents.

What the setting needs to do to improve further

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

- improve the procedures for assessing any risks to children's safety; with particular regard to the storage of dangerous substances, children's access to the gas boiler and safety of the garden
- ensure fresh drinking water is available and accessible to children at all times
- improvement the use of reflective practice and self-evaluation to identify the setting's strengths and key weaknesses, in order to prioritise areas for development that will continuously improve the quality of provision for all children.

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

- promote further children's understanding of their own culture and cultures of others, for example, by providing a range of resources which represent different people and communities
- encourage children to think about their own personal needs and extend children's independence, for example, by encouraging children to undertake more self-care skills.

Inspection judgements

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

The childminder is knowledgeable about children's individual needs and what they can do. She takes suitable account of children's starting points by talking to parents and completing an 'All about me' form. Photographs are used to support written observations that link to the different areas of learning to show parents their children's achievements. The childminder uses an appropriate system to assess children's achievement and check their stage of development against guidance documents. Overall, children are developing within expected levels. The childminder demonstrates a sound understanding of the importance of undertaking the two-year-old progress check. Her systems for assessing and monitoring children's progress mean she has secure information to complete the statutory assessment at age two to share with parents. For most part, the childminder provides a suitable range of activities to support children to make steady progress.

Children have sufficient opportunities to initiate their own play as toys and resources are easily accessible which promotes their choice and independence. Children are learning to have a love of books. They look at books independently and enjoy stories with the childminder, who regularly reads to them; they sit with her as she reads their favourite picture story books. The childminder introduces new vocabulary to develop children's language. She talks about and introduces the names of the different animals in English as well as in the children's home language. Children's communication and language development is extended further as they actively join in actions songs, using words, gestures and echoing sounds.

Children develop their balance and coordination through experiencing a range of equipment in the local parks. This means that children get plenty of fresh air and exercise. Children begin to find out about the local community as they attend local groups and outings. However, the childminder has not fully developed her range of equipment and resources to support children's understanding of different people and communities. Children do not currently have the opportunity to use a broad range of toys and books that reflect positive images of diversity. Nonetheless, children have opportunities to enjoy art and craft activities, and activities that provide them with sensory experiences, such as paint and sand. They enjoy making marks with crayons and are able to explore a range of different media and textures. Children's mathematical skills are supported by the childminder as she introduces numbers, counting and colours in their play and learning. Young children are curious, eager to learn and developing increasing levels of concentration. This helps children to acquire the skills and attitudes to prepare them for their next stage of learning and ultimately school.

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

The childminder has failed to identify and manage risks to children's safety sufficiently. Her risk assessment is not sufficient to protect children from all safety hazards inside the home or in the garden. Consequently, children do not play and learn in a safe environment. This compromises their well-being.

Children have a gradual settling-in period into the childminder's home. The childminder promotes consistency of care as she finds out information from parents about children's care needs and daily routines. Young children are starting to develop a sense of security due to positive relationships with the childminder. They are happy and settled in the childminder's care. For example, they snuggle in for hugs and stories and freely approach the childminder if they need support; this shows they feel safe and secure. The childminder takes children on regular outings in the local community, such as to parks and children's groups. This enables children to develop their social skills and gain confidence away from the main care setting and supports their eventual move to school.

Children behave well and show a sense of belonging as they actively join in with the daily routines, such as helping to tidy away toys. The childminder and children regularly practise the emergency evacuation procedures. This helps children learn and understand how to leave the house quickly and safely in the event of an emergency. Children are beginning to learn about personal hygiene and self-care skills through well-established daily routines. For example, the childminder helps and encourages the children to wash their hands before eating. Children are offered a balanced diet of home cooked meals, including vegetables. This helps them to adopt healthy eating habits from a young age. The childminder provides water for the children at mealtimes. However, she does not offer a drink at other times and fresh drinking water is not readily available for the children to help themselves throughout the day. This is a breach of requirement and compromises children's well-being.

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

The childminder has a weak understanding of the safeguarding and welfare requirements. As a result, the arrangements for keeping children safe are inadequate. The childminder is not vigilant about all potential risks that compromise children's safety. For example, she does not take all reasonable steps to store dangerous substances out of children's reach or ensure that the area where the gas boiler is positioned is inaccessible to the children. Furthermore, the rear garden is not safe for use by the children. This is because the ground is uneven and discarded parts of broken fencing and loose concrete stones and debris are piled on the ground. These potential hazards are all easily accessible to the children and significantly compromise children's safety. In addition to these weaknesses, risk assessments are superficial because the childminder has not taken the appropriate action to manage identified risks to the children. These failures to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage

are also breaches of the associated requirements for the Childcare Register.

The childminder demonstrates an appropriate understanding of child protection issues and knows what to do if she has any concerns about a child in her care. The childminder updates her knowledge by attending relevant childcare courses. Although self-evaluation is in its infancy the childminder's systems to evaluate her provision are ineffective in identifying significant areas of weaknesses in her practice. This limits her ability to monitor the quality of the provision, or prioritise and target areas in need of most improvement.

The childminder has a generally clear understanding of her responsibilities in relation to the learning and development requirements. She ensures children take part in an adequate range of activities, planned according to their age and needs. For the most part, children receive a suitable range of experiences to help them make steady progress in their learning and development. The childminder establishes positive relationships with parents. She shares information about the service she provides with parents in a variety of ways. This is achieved through her written policies and procedures, and daily contact diaries. In addition, the sharing of children's development records, supported by examples of photographic evidence, provides parents with a meaningful account of their child's learning. This enables parents to support their child's learning at home. The childminder makes suitable attempts to seek the views of parents through use of questionnaires. The results are positive, indicating parents are happy with the service she provides. The childminder has established appropriate links with the local nursery school. She understands the benefits of working with other early years settings to support children's continuous learning, should the need arise.

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:

- undertake a risk assessment of the premises and equipment; at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment; at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (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	EY455259
Local authority	Wandsworth
Inspection number	903050
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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