

<b>Inspection date</b>	13/06/2013
Previous inspection date	28/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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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 little understanding of the requirements of the Early Years Foundation Stage, resulting in several breaches of safeguarding and welfare requirements. She has a limited understanding of the educational programme, which leads to poor monitoring of any progress that children's make in their learning.
- The childminder has an insecure knowledge of the safeguarding procedures that she would follow if she an allegation was made against her or anyone living on her premises. She is not aware of the new requirements regarding the use of cameras and mobile telephones.
- The childminder does not reflect on her practice by using a self-evaluation process for improving her provision for the benefit of the children.
- Children are not helped to understand the importance of adopting healthy habits and the importance of a healthy diet.
- Children's independence is inhibited because they are not able to choose the toys they wish to play with and make choices in their own learning.
- The childminder does not obtain relevant information on all children's starting points through an initial assessment that involves parents. She does not share information with them about how parents can share their children's learning at home.

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

- The childminder is kind and reassuring and children are settled and happy with her.

- The childminder has started to share information with other providers who are providing care for some of the children attending her setting.

### **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 minded children.
- The inspector spoke to the provider and children at appropriate times during the inspection.
- The inspector conducted a tour of the premises during the inspection.

### **Inspector**

Mauvene Burke

## **Full Report**

### **Information about the setting**

The childminder registered in 1985. She lives with her husband in Battersea, in the London Borough of Wandsworth. They live in a two-bedroom first floor maisonette, which is laid out on three levels. Children play mainly in the lounge and sleep in the childminder's bedroom. There is no outdoor play space. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years and one school-aged child.

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

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

- develop knowledge of the learning and development requirements of the Statutory Framework for the Early Years foundation Stage, including the progress check for children age two, in order to meet the individual needs, interests and stage of development of each child.
- update knowledge and understanding of safeguarding, in relation to the procedures to follow in the event of an allegation being made and understand how to report any concerns and a procedure regarding the use of mobile telephones and cameras
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- provide children with meals and snacks that are healthy, balanced and nutritious.
- devise and implement an effective system of self-evaluation in order to foster a culture of continuous improvement
- ensure that records are easily accessible and available and that confidential information and records about children are held securely and only accessible to those who have a right to see them
- display the certificate of registration
- improve partnerships with parents to share information on children's starting points, use this to inform planning and to support children's learning and development needs and progress both in the setting and at home.

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

- find ways to help children to become more independent and consider ways of making toys more easily accessible to them
- extend children's learning about good hygiene practices.

## Inspection judgements

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

Children's development is not as good as it should be given their starting points. This is because the educational programme does not adequately cover the seven areas of learning. Further to this, the childminder does not plan or match activities for individual children and she is not sure where children are in their development. Strategies for engaging with parents vary and focus mainly on care practices. For example, when children start at the setting, the childminder obtains information about the routines used at home and in some case, is provided with information about what children know and can do. An initial assessment of children's development is not carried out with parents to ensure there is shared understanding of children's developmental stage and to identify their needs. The childminder is not aware of the progress check at age two and of her responsibility to share this with parents.

Activities planned are predominately adult-led and are not interesting enough to provide challenge for children resulting in some of the children lacking enthusiasm for learning. For example, older children are asked by the childminder to build a tower of bricks, name colours, and count as they build. The children lose interest quickly as it does not offer them adequate challenge. Similarly, when children are asked to find their way to a particular object in a puzzle book, again, although children engage for a short time, they quickly become bored.

Babies show an interest in toys with buttons and simple mechanisms that they can operate. This helps them to make sense of their world. The childminder supports children's mathematical development through play as she counts with the children, and helps them to recognise shapes. For example, asking how many bricks make up the tower. Older children demonstrate their knowledge of numbers as they count independently, although not in sequence. Babies are showing curiosity as they play with the empty box after emptying it, which they do for a considerable amount of time. However, not enough attention is given to how children and babies engage in activities. Older children communicate well and can follow instructions. Nonetheless, their language is not extended by the childminder, who offers few open-ended questions to extend children's language and thinking.

The childminder offers a spacious and welcoming environment. Children have access to resources, which the childminder selects and organises for them. There is an appropriate and reasonable range of resources, but these are not always used to good effect. For example, children are unable to choose what they want because the toys are stored in a cupboard in the kitchen where children have no access. The childminder makes the decision as to what the children should play with. This means that they have little opportunity to develop their own interests and make their own choices. It inhibits children's skills in creativity and thinking critically, which is a characteristic of effective learning.

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

The childminder allows sufficient time for children to settle in her provision and, as a result, children feel at ease. This supports children's smooth transition between their care at home and in the setting. The childminder is calm and gentle with children and they form acceptable relationships with her. She takes children to local groups where they meet and socialise with other children. This goes some way in helping children in their move to other settings such as nursery school.

The childminder does not help children to understand the importance of adopting healthy habits and hygiene practices. For example, meals and snacks she provides for some of the children consist of chocolate spread sandwiches, cakes, and biscuits. Children are not encouraged to wash their hands after using the toilet or before eating. This compromises children's ability to keep themselves safe and healthy. Children demonstrate that they are safe as they move confidently and safely around the lounge playing with toys that are available to them. The childminder has a clear understanding of how to identify risks in the environment to ensure children's safety and completes a thorough risk assessment of the premises each week. She organises fire drills, which help children's understanding of what to do in the event of a fire. However, the weaknesses in the childminder's knowledge of safeguarding means children's overall safety cannot be assured.

Children behave well and their behaviour is managed appropriately by the childminder. The children know what is expected of them and understand the need to be kind to each other. They are encouraged to tidy away toys when they have finished using them and older children are considerate towards the babies, helping them with the toys.

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

The childminder has an insufficient knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has not embraced changes made to the framework, as she was unaware that this had been revised. She demonstrates a limited awareness of the learning and development requirements. She is unable to identify children's achievements and say whether they are developing within the expectations for their age and stage of development. The childminder does not monitor the educational programme to ensure that activities provided meet children's needs consistently. As a result, activities do not have a clear learning focus in order to promote children's development effectively at all times.

Arrangements for safeguarding are not robust and regulations and duties have not been met. The childminder is unaware of the procedure she would have to follow in the event of an allegation being made against her or anyone living on her premises. Further to this, she is unaware of the recent changes concerning the use of cameras and mobile telephones in the setting. The childminder has failed to keep a record of children's attendance. She does not display her certificate of registration and records relating to the children were not available for inspection which raises concerns regarding confidentiality.

These are breaches of legal requirements and compromise children's well-being.

Following an action made at the childminder's last inspection, which was to attend an appropriate first aid training course, the childminder now has a valid first aid certificate. This means that she is qualified to act in children's best interest should they become ill or have an injury. However, the childminder does not have in place, systems to monitor and evaluate her provision. This means that she has been unable to identify the number of significant issues raised during her inspection. Little action is taken to secure future improvements, as the childminder does not attend training that could enhance her practice and she does not seek the views of the parents or children.

Partnerships with parents are generally positive. There is an adequate exchange of information between the childminder, parents and carers, which provides parents with children's daily routine. Partnerships with other providers are developing, which means systems are in place to support children's achievements and well-being between settings.

### 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 a daily record of the names of the children being cared for on the premises and their hours of attendance
- display the certificate of registration.
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- display the certificate of registration.

## 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>	122949
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	918098
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/09/2010
<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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