

Inspection date

29/05/2013

Previous inspection date

16/10/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

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 has a limited understanding of the learning and development requirements. This means support for children's learning and development is basic and does not promote children's progress consistently. She is in breach of several learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.
- The educational programme for physical development is poor and children lack opportunities to be physically active on a daily basis. The childminder lacks knowledge of how to promote children's full understanding of a healthy lifestyle.
- Information gained from parents and shared with them about children's learning and development needs is limited. This does not enable the childminder and parents to work consistently together to support children's progress.
- The childminder does not assess children's progress accurately or appropriately, she is unaware of the requirement to complete a check of children's progress when they are between the ages of two and three, and to share this with parents.

It has the following strengths

- Children develop positive relationships with the childminder, as she provides suitable settling-in arrangements. This means children feel secure in her care.
- The childminder is a good role model to children, which supports their behaviour well.

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 children's play and the childminder's interaction.
- The inspector asked the childminder questions about her work.
- The inspector sampled the childminder's paperwork, including children's records.
- The inspector viewed evidence of parents' views at the inspection.

Inspector

Sangeeta Gardiner

Full Report

Information about the setting

The childminder registered in 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and adult daughter, in the London borough of Merton. The whole of the ground floor, the first floor spare bedroom and bathroom are used for childminding. There is a garden for outdoor play. The childminder is currently minding one child in the early years age group. The childminder is able to take and collect children from the local school. Children visit local playgroups, shops and parks with the childminder.

What the setting needs to do to improve further

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

- develop knowledge and understanding of the learning and development requirements in order to implement the seven areas of learning to support children's learning and development, and ensure appropriate activities and resources are available to provide children with suitable challenges in all areas
- strengthen the educational programme for physical development in order to provide daily opportunities for children to take part in physical activity, play outdoors, and to raise children's understanding of the importance of a healthy lifestyle
- develop partnerships with parents in order to gain information about children's starting points, learning styles and achievements on entry, and continue to share information about children's learning at home with parents in order to consistently promote children's ongoing progress
- develop knowledge of how to complete the progress check for children between the ages of two and three years.

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

- develop self-evaluation processes further in order to review and reflect on the service provided and to identify improvements that improve outcomes for children.

Inspection judgements

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

The childminder lacks understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, the educational programmes do not cover all areas of learning adequately, meaning children's progress is limited. Consequently, children do not reach their full potential or develop appropriate skills for their future learning. The childminder gains limited information from parents about their children's starting points and ongoing development at home. She gathers some information about their likes and dislikes, and does consider these when offering activities and toys to children. However, this does not enable the childminder to build upon what children can do already or consistently support children's progress by exchanging ongoing information with parents.

The childminder identifies very limited next steps of learning for children, although she does recognise some basic learning needs for children. For example, the childminder identifies that some children require further support to promote their communication and language skills. To support this, she encourages children's interest in books, repeats words and introduces further vocabulary to promote children's skills further. However, her limited knowledge of children's progress and how to plan in order to meet children's individual needs, means that her expectations of children's achievements are unrealistic. As a result, the childminder does not plan consistently to promote children's progress or offer appropriate challenges to children in relation to their ages and stages of development. The childminder makes some basic observations and uses a 'tracker book' in relation to monitoring children's progress. However, the childminder's lack of knowledge means she is unable to use these purposefully to accurately understand or identify children's progress. This means that any progress children make is incidental rather than planned for with a secure understanding of their learning needs.

The childminder takes children on some suitable outings, such as to meet other childminders and children and to social groups. This supports children's social skills as they meet with other adults and children. Children enjoy imaginative play, such as pretending to make cups of tea and playing with dolls. The childminder encourages children to count and recognise numbers, such as through using number puzzles and books, and counting cars when out. The childminder asks some appropriate questions to support children's thinking skills. However, these are not always effective to extend understanding further, or encourage them to solve simple problems. For example, the childminder asks children 'what do we make milkshake from', however, she does not encourage the children to consider where the milk comes from. This does not extend children's understanding of the world they live in.

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

The childminder forms positive relationships with children. Suitable settling-in arrangements enable children to become familiar with the childminder and her home through building up time spent with her. As a result, children develop a sound sense of being safe and secure in the childminder's care. The childminder gains some appropriate information from parents about their children's individual needs, for example, their health. This enables her to develop an adequate understanding of children's individual care needs. Children's behaviour is good. The childminder is a positive role model for children. She praises and encourages children soundly, which promotes their self-esteem and confidence well.

Children are able to make choices from the toys on offer. This enables them to initiate their own play and ideas. Overall, the childminder has an appropriate range of resources. However, she does not organise these based on her observations of children's needs, or plan to use the resources to promote children's knowledge and understanding, or consider if the resources cover all areas of learning. As a result, this reduces children's learning experiences and impacts on their progress.

The childminder provides suitable foods and drinks to children through the day, which provide appropriate healthy options. Children follow good hygiene routines, for example, hand washing. They develop some independent skills, such as putting on their shoes. However, children do not always have opportunities to develop their self-care skills further, such as using tissues or washing their hands independently. This does not fully prepare children for future changes, for example, to other early years settings or school.

Children at times visit the parks or play ball games to promote their physical development. However, the provision for children's physical activity is inconsistent. The childminder does not provide daily opportunities for children to develop their large physical skills or to benefit from being outdoors. Consequently, this impacts on children's good health and the development of their large physical skills. The childminder lacks understanding of the importance of physical activity to promote children's wellbeing. As a result, children do not develop understanding of the importance of healthy lifestyles. The childminder raises children's appropriate awareness of keeping themselves safe. For example, she reminds younger children to hold onto the pushchair and keeping within her sight while out.

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

The childminder's poor understanding of the learning and development requirements means that children make limited progress. She has also failed to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has a basic understanding of how children learn and of how to promote their progress. Her poor understanding of using observation, assessment and planning means she does not target children's progress sufficiently through well planned experiences tailored to children's individual needs. The childminder has no understanding of undertaking required assessments for two-year-olds and is not aware of the requirement to share this assessments with parents. The educational programmes do not

cover all areas of learning. Therefore, the childminder's activities, outings and resources fail to promote children's all round development. Limited partnerships with parents, means the childminder gains very little information to support her in identifying children's starting points and ongoing progress at home. As a result, she is unable to identify children's learning styles and needs, or work with parents to support children's ongoing progress consistently. The childminder provides some suitable information to parents, such as policies and verbal feedback about their children's day. Parents' comments reflect that they are pleased with the childminder's service and that their children are happy in her care.

The childminder implements the welfare requirements soundly overall. For example, she ensures all the required paperwork is completed in relation to accidents and medications. The childminder demonstrates a secure understanding of some safeguarding issues, such as signs and symptoms that would raise her concerns about children's welfare. She understands how to respond to concerns about children's welfare and has relevant information, including contact numbers in place. This enables her to respond appropriately in the event of concerns about children's welfare arising. The childminder has suitable safety equipment in place and undertakes risk assessments of her home and for outings. This helps her identify potential hazards and to take actions to minimise risks to children in her care to promote their safety securely. The childminder demonstrates a sound understanding of working with professionals and agencies to support children's welfare and wellbeing.

Self-evaluation is basic. The childminder has sought parents' views about her service, and has completed some further training. She demonstrates a willingness to undertake additional training in the future. However, overall the childminder takes few steps to identify or target improvements, including those to develop her knowledge and practice in order to promote children's outcomes securely.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	403842
Local authority	Merton
Inspection number	814282
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	16/10/2009
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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