

Inspection date	30/09/2013
Previous inspection date	29/09/2010

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 lack of knowledge and understanding of the learning and development requirements. Consequently, there is poor planning of the educational programmes. This means that children are not sufficiently challenged in their learning.
- The childminder has failed to maintain a first aid certificate. This means that she does not have up-to-date knowledge and skills to treat children's minor accidents.
- The childminder has failed to maintain public liability insurance. This is a legal requirement to protect children's safety and their welfare.
- The childminder on occasion leaves children with vetted members of her adult family who do not hold a first aid certificate. These adults are not employed as her assistant and the childminder has not obtained parental consent to do so, putting children's welfare at potential risk.
- The childminder has a limited understanding of the learning and development requirements, including the progress check for two-year-olds and does not involve parents in their children's progress.
- The childminder is unable to reflect on her practice and improve the provision for children as the monitoring of the provision is weak and self-evaluation is not in place.

It has the following strengths

- Children have formed a secure attachment to the childminder. Resources are organised to enable children's easy access, which encourages their growing independence.

- Resources are organised to enable children's easy access, which encourages their growing independence.

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 children.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector reviewed some written documentation relating to the children, including the attendance register and the accident and medication records.
- The inspector read letters that parents have written praising her service.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and adult son. They live in Brixton, in a three-bedroom flat in the London Borough of Lambeth. The living room and play room upstairs are used for childminding purposes. There is a garden available for outdoor play.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently has five children on roll, who are all in the early years age range. She also provides care for school age children for a short period before school. The childminder is also registered to provide overnight care for one child aged from four to eight years. She offers support to children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop understanding of the learning and development requirements, giving priority to educational programmes for the prime and specific areas of learning, in order to provide challenging and enjoyable experiences for children
- obtain public liability insurance
- obtain and maintain a current paediatric first aid certificate
- carry out regular and precise assessments across all areas of learning to understand each child's achievements, interests and learning styles. Use this information to identify the next steps in children's learning and to shape learning experiences for each child so that they make good progress
- ensure that adults who are left in sole charge of children are suitable to do so, with particular regard to ensuring they hold a current paediatric first aid certificate and permission is obtained from parents for children to be left with those adults
- ensure children's learning and development is supported by improving systems to self-evaluate and accurately identify strengths and areas for development
- gain knowledge of and implement the progress check for children aged between two and three years, in order to report on progress to parents and involve them in their children's assessment

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

The childminder has a poor knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. As a result, there are weaknesses in teaching and learning, which does not support children to make adequate progress in their learning and development. The childminder states she makes some observations and records this in the children's daily diary. This includes routines of the day, as well as activities children engage in. However, there is no evaluation to help the childminder identify and build on children's individual next steps for their learning and prepare them for school. The quality of teaching is very inconsistent and at times poor; consequently, children briefly wander aimlessly before seeking out their own resources. Weak practice means the childminder struggles to effectively meet the individual learning needs of the mixed age group. The childminder is not aware of how to undertake the legally required progress check for

children at aged between two and three years and of her responsibility to share this with parents. Therefore, parents do not receive an accurate assessment of their child's progress in the prime areas of learning, or are aware of any gaps in learning that may require early intervention.

Children are settled and move confidently around the dedicated playroom. There is an adequate range of resources stored in low-level units which enable them to choose and steer their own play. The childminder initiates some activities but does this without much thought as to what children of different ages will get out of it. For example, she empties out a container of bricks onto a mat. While the older children enjoy constructing with the bricks with some support from the childminder, younger children get nothing from this and either just place the bricks into their mouth or wander away aimlessly. The childminder does not consider offering them anything more age appropriate. The childminder uses circle time to foster children's language development as she understands the value of singing counting songs with children. Babies are excited when they hear familiar nursery songs on the CD and start to move to the rhythm. Although there are musical instruments available, the children are not offered these as they listen to the music. During circle time, older children confidently count to ten and beyond and are able to spell out their name and say their address.

Parents are not actively encouraged to become involved in their child's learning and development. Parents have insufficient opportunities to share and exchange information relating to starting points in their children's learning and development at the beginning of the placement. As a result, the childminder does not have access to the necessary information needed to enable her to support children's learning. The lack of observational assessment also means that the childminder does not have the knowledge to keep parents informed about their children's progress. Therefore, she does not enable parents to provide continuity in children's learning when they are at home.

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

The childminder takes some positive steps to promote children's well-being. However, the weaknesses in practice relating to first aid training and parental consents mean children's well-being cannot be assured. Nonetheless, children have formed a relationship with the childminder. They happily go to her when they require comfort. This emotional security helps them to feel happy and safe. The childminder takes children to the local children's centre where they are learning to socialise with other children. This helps in some ways to prepare for future moves to other settings.

Children are learning about healthy eating as they are offered healthy snacks, such as fresh fruits, and have a well-balanced lunch. They are encouraged to develop healthy habits. For example, they are encouraged to wash their hands before eating and use a tissue when they sneeze, discarding of the tissue appropriately. As a result, the risk of cross-infection is minimised. Children have access to their drinks of water throughout the day, which contributes to their growth and development.

Children's behaviour is good and they are beginning to develop a sense of belonging. For example, they have their own coat pegs and familiar photographs around them. Children become aware of the behavioural boundaries in the setting and listen to the childminder's explanations when she asks them not to do something. This helps children's understanding of safety issues. Children are beginning to gain an understanding about diversity through resources and experiences that they participate in. The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement so they know their actions have been acknowledged. This provides them with some skills that will support them when they move on to pre-school or school.

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

This inspection took place following concerns raised to Ofsted about the childminder's safeguarding practices and how she manages children's behaviour to meet the children's needs. Ofsted carried out an investigation and found that the childminder was meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. No further action was taken. The inspection has found that the childminder manages their behaviour in an appropriate manner. However, the childminder has insufficient knowledge and understanding of how to meet both the safeguarding and welfare, and the learning and development requirements. This impacts on meeting children's needs adequately and on their well-being. As a result of the childminder's weak practice, she is in breach of some legal requirements. The childminder at times leaves sleeping children in the care of her husband, who although he has been vetted by Ofsted, does not hold a first aid certificate. In addition, the childminder has not obtained permission from parents to allow this to happen. This potentially impacts on children's welfare. Furthermore, the childminder has failed to update her knowledge and skills in other areas, including maintaining a valid first aid certificate and having public liability insurance as required. These are legal requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. As a result of the inspection findings, the childminder is required to take further action in order to improve.

The childminder is familiar with some of the possible indicators that would cause concern and is aware of her responsibility to contact the relevant agencies should she have concerns about a child. The childminder conducts visual checks on her premises and also when she takes children out to identify and minimise hazards to children.

The weaknesses in the quality of teaching mean some children lack enthusiasm for learning and are not gaining the necessary skills and attitudes for the next stage of their learning. This is because the childminder does not always engage and motivate them. The childminder generally has positive relationships with parents, but she does not provide them with sufficient information about their children's progress, as required. The childminder recognises the importance of working closely with other providers of the Early Years Foundation Stage to ensure continuity of care and learning.

The childminder does not monitor and evaluate her practice. She does not reflect on or

recognise the strengths and weaknesses in her provision or seek the views of parents and children to support her in this process. Consequently, she is unable to identify priorities for improvement and take action to target them in order to improve learning outcomes for children.

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:

- ensure an appropriate first aid certificate is held (compulsory part of the Childcare Register)
- obtain public liability insurance (compulsory part of the Childcare Register).
- ensure an appropriate first aid certificate is held (voluntary part of the Childcare Register)
- obtain public liability insurance (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	EY312061
Local authority	Lambeth
Inspection number	909139
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	29/09/2010
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

