

Inspection date

Previous inspection date

01/11/2013

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 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 insufficient knowledge and understanding of many aspects of the Statutory Framework for the Early Years Foundation Stage. This means she does not promote children's welfare, learning and development adequately.
- The systems for monitoring children's achievements and the educational programmes are weak and the childminder has a poor understanding of the required progress check for children aged two years.
- Parents are not meaningfully involved in supporting and making decisions about their child's learning or the provision, and partnerships with other providers are weak. Therefore, the childminder does not support all children to make adequate progress from their starting points. This includes children who learn English as an additional language.
- The childminder is not vigilant enough to ensure that the environment complies with health and safety requirements and she does not practise the evacuation procedures with the children. This compromises children's well-being.
- The childminder has failed to keep a record of the children's daily hours of attendance or obtain parental permission for outings.
- The childminder does not provide children with adequate access to daily outdoor play.
- There are few activities and resources that reflect people's similarities and differences to increase children's knowledge and understanding of the diverse world in which they live.
- 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.

It has the following strengths

- Children benefit from a gradual settling-in process, which helps them to feel secure.

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 lay areas and talked with the children.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, and a selection of the childminder's policies and records.
- The inspector and childminder conducted a tour of the premises.

Inspector

Pamela Bailey

Full Report

Information about the setting

The childminder registered in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the London Borough of Lewisham. The family has a dog as a pet. The whole of the ground floor of the childminder's house is available for minding and there is a fully enclosed garden for outside play. There are three children on roll in the early years age group. The childminder collects children from the local nursery school and takes the children to the local park.

What the setting needs to do to improve further

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

- ensure that outdoor activities are planned and taken on a daily basis
- improve understanding of the learning and development requirements and the assessment arrangements, including the progress check at age two, to offer children a suitable range of resources, experiences and appropriate challenges in all required areas
- liaise effectively with parents and other providers in order to understand children's current skills and abilities; and use this information to build on what children already know
- take reasonable steps to provide opportunities for children whose home language is not English, to develop and use their home language in play and learning, supporting their language development at home.
- 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
- ensure fresh drinking water is available and accessible to children at all times
- obtain written parental permission for children to take part in outings
- take all reasonable steps to ensure that hazards to children are kept to a minimum and implement procedures for assessing any risks to children's health and safety and review risk assessments regularly
- improve knowledge and understanding of the procedures for dealing with any complaints from parents
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance

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

- help children to manage their own safety well, for example by helping them to learn what to do in an emergency evacuation

- increase children's knowledge and understanding of the diverse world in which they live through rich and varied resources and activities that reflect peoples' similarities and differences
- raise children's awareness of good hygiene practices when handling animals to promote their good health.

Inspection judgements

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

The childminder is not secure in her knowledge and understanding of the learning and development requirements. The childminder has not considered the individual needs, interests and stage of development for each child in her care. For example, she does not engage parents from the outset to share what they know about their children's starting point on entry. The childminder demonstrates insufficient understanding of how to observe and assess children's learning and development to understand their level of achievement. This lack of understanding of the children's achievements means the childminder is not adequately equipped in her knowledge to support children to make good possible progress. She is unable to routinely plan appropriate challenges so that children are prepared to take the next steps in their learning. Furthermore, the childminder is unable to demonstrate whether all children are developing at expected levels and consistently improving over a sustained period. This means the childminder is unable to accurately inform parents of their children's achievements and advise them of effective ways to support their children's learning at home. In addition to this, the lack of monitoring of the children's progress means that the childminder is unable to identify and discuss with parents any gaps in children's learning that give cause for concern.

The childminder provides a basic range of activities each day. However, the educational programmes do not cover the seven areas of learning adequately. Children have few opportunities to learn about similarities and differences that connect them to, and distinguish them from others. This is because the childminder lacks an understanding of how to broaden children's understanding of the society in which we live. Although children make self-portraits, the childminder does not provide resources or plan activities that reflect children's diverse backgrounds. Children regularly use their home language in their play. For example, older children talk openly to each other in home languages, while babies babble and frequently imitate words and sounds used by other children and the childminder. Babies explore interactive toys such as the telephone, using personal words as they begin to develop their language. However, the childminder does not provide sufficient support for all children learning English as an additional language to develop their speaking skills from the base of their home language. The childminder is unable to praise the words and phrases children use in their home languages and say the English alternative. This is because she does not find out from parents some basic words that children use for things.

Children are developing an interest in books. Younger children help to turn the pages and feel the different textures, while older children talk about what they think would happen next in the story. The childminder supports children's mathematical skills as she introduces numbers, counting objects and helps them to recognise colours. Babies enjoy putting containers into each other, while older children complete puzzles. This helps children to begin to problem solve and develop an awareness of shape and size. Indoors, the childminder provides push along toys that encourage babies drive to stand and walk. Trips to the local park where there are large climbing apparatus give older children some opportunity to extend their physical skills. However, children do not benefit from varied physical outdoor play on a daily basis, as required by the Statutory Framework for the Early Years Foundation Stage. This is because the use of the garden is sometimes restricted because of family pets.

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 health and safety sufficiently. Consequently, children's well-being is compromised. The childminder does not provide suitable housing for pets when caring for children. The childminder has failed to prevent pets fouling in outdoor areas that are also used by the children. In addition, the family dog roams freely in the main play area used for the children. The dog basket is easily accessible in this area and younger children use it as a cosy area to sit and explore objects. Older children lie in the basket, cuddling the dog that in turn licks their face. The childminder has not considered ways of raising children's awareness of good hygiene practices when playing with animals. She has not considered the potential impact of cross infection on children's health. These failings place children's health and safety at risk.

Children are not learning how to keep themselves safe. This is because the childminder does not practise the emergency evacuation procedures with the children. Therefore, children do not learn and understand how to leave the house quickly and safely in the event of an emergency. Children become familiar with the local community when they collect older children from nursery school each day and visit the park. However, the childminder does not have clear procedures for outings. For example, she does not obtain written parental permission for children to take part in outings. This is a breach of the safeguarding and welfare requirements and compromises children's safety.

Children benefit from a gradual settling-in process. The childminder visits children in their home environment and arrange trips in the local community before the child starts. Parents can stay with their child, which helps them to feel secure in the childminder's care. The childminder gathers information from parents about each child's care routines during initial registration and uses this to help children settle. The childminder takes children to the local community groups. This enables children to socialise and gain confidence in situations away from the childminder's home. Children behave well and play alongside each other sharing a basic range of equipment, toys and resources inside the childminder's home. Children benefit from nutritious meals provided by the childminder. Babies have a drink according to their routine and parents' wishes. However, fresh drinking water is not readily available for older children to help themselves throughout the

day. This is a breach of a safeguarding and welfare requirement and compromises children's well-being.

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

The childminder has failed to meet several of the safeguarding and welfare requirements. The procedures for assessing and managing risks to children's health and safety are ineffective and significantly compromise children's well-being. This is because the childminder has not considered all factors, which are essential for maintaining children's good health when having pets on the premises. This is also a breach of the requirements of the Childcare Register.

The childminder does not do enough to build effective partnerships with parents to develop knowledge and understanding of each child's individual welfare and learning needs. Parents are not actively involved in supporting and making decisions about their children's learning. The childminder does not obtain consent from parents for outings and activities outside of her home. In addition, the childminder lacks an understanding of the procedures for dealing with complaints made by parents. This means that parents are not kept fully informed about her procedures. Furthermore, the childminder does not keep a record of the children's daily hours of attendance. This failure is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register. Nonetheless, the childminder demonstrates a suitable understanding of child protection issues. She is aware of the need to liaise with other agencies if she has a concern about a child in her care.

There is poor monitoring of the educational programmes and children's progress. The childminder makes insufficient use of guidance documents, to help her recognise and understand how children learn and develop. As a result, she is unaware of all children's strengths in the most important areas of learning and any areas where children's progress might be less than expected. In addition to this weakness, partnerships between the nursery school that children attend and the childminder are poorly developed. Channels of communication are not used to provide a continuity of approach in supporting the education children receive at nursery school. The childminder does not have systems in place to monitor and evaluate the provision. As a result, the childminder fails to identify a number of significant issues and is therefore unable to focus on, or prioritise areas in need of most improvement.

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 and ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment and ensure all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a 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 | EY456092 |
| Local authority | Southwark |
| Inspection number | 912041 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | not applicable |
| 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

