

Inspection date	22/08/2013
Previous inspection date	26/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Attendance registers continue to be inaccurate, which is a breach of requirements.
- Not all people living on the premises have been suitably checked, as required.
- At times, children are left alone with assistants who do not hold a current first aid certificate
- Children do not make sufficient progress because the childminder does not plan enjoyable and challenging learning opportunities, including daily outdoor play.
- The space is not organised effectively to meet the needs of children and the deployment of assistants is ineffective to promote children's welfare and emotional security.
- Risk assessments are ineffective and consequently, children are at risk.
- The childminder does not provide a good role model to help children learn to respect and value others.
- Systems to self-evaluate and monitor practice is weak and has failed to identify significant failings.

It has the following strengths

- The childminder offers flexible care to enable parents to work whatever their work pattern requires.

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 inspectors observed the childminder and her assistants caring for the children in the playroom and kitchen.
- The inspector held discussions with the childminder, assistants and parents.
- The inspectors sampled documentation and held discussions with the childminder and her assistants on the care and education offered.
- The inspector viewed toys, resources, safety equipment and outdoor play facilities.

Inspector

Janet Thouless and Jill Steer

Full Report

Information about the setting

The childminder registered in 2000. She is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two teenage children in Bedfont, near Feltham, Middlesex. The property is close to local schools and amenities and there is a park nearby. Play activities take place on the ground floor where there are two dedicated playrooms with one leading into an outdoor play area. There is also a toilet and kitchen-diner. The first floor bedrooms are used for children to sleep as well as a room on the ground floor. The childminder holds a Diploma in Nursery Nursing. She attends various local carer and toddler groups. The childminder is registered to work with up to two assistants who may be left alone with children for short periods of time providing that they hold a valid first aid certificate and that the arrangements are agreed and confirmed in writing by parents. year. The childminder also provides care to children aged over eight. There are currently eighteen children on roll under eight, ten of whom are in the early years age group. Two children aged over eight also attend.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- keep an accurate record of the names of the children being cared for on the premises and their hours of attendance.

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

- ensure people whose suitability has not been checked, including through a disclosure and barring check service, do not have unsupervised contact with children being cared for
- ensure the premises and equipment are organised in a way that meets the needs of children at all times and that indoor space requirements are met.
- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and accompany children on outings
- develop the key person system to ensure that every child's care is tailored to meet their individual needs, offers a settled relationship and enables a two-way flow of information with parents
- ensure that staffing arrangements and the deployment of assistants effectively meet the needs of all children
- ensure that outdoor activities are planned and taken on a daily basis so children have regular opportunities for fresh air and to develop their physical skills
- ensure sleeping children are checked frequently
- assess and take steps to minimise any risks to children's safety, including with regard to blinds with cords
- keep children safe on outings and identify and make safe any risks to children, to include ensuring that car seats are in a good state of repair and age appropriate
- ensure appropriate arrangements are in place for the supervision of assistantss/co-minders who have contact with children and families. Provide support, coaching and training which promotes the interests of children.

- ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity
- make sure children have opportunities to experience a rich language environment, so they develop their confidence and skills in expressing themselves and can speak and listen in a range of situations.
- implement ongoing observations and assessments of children's levels of achievement, interests and learning styles and use these to shape learning experiences for each child so they make progress in their learning and development.
- ensure the individual needs, interests, and stage of development of each child is considered and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- ensure effective systems in place so that inappropriate attitudes and practices are challenged and adults provide good role models to encourage children to value and respect others.

Inspection judgements

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

The childminder and her assistants do not provide challenging and enjoyable experiences for each child in all of the areas of learning and development. They do not provide all children with appropriate challenges or take full account of their current interests, learning styles and developmental needs. For example, during the school holidays children are offered 'free play', which involves long periods of time watching television. This is not appropriate for younger children's current stage of development and does not meet their individual learning needs. Younger children sit expressionless, staring at the television. They enjoy listening to stories, pointing to familiar pictures in cloth books. However, adults do not respond in ways that encourage further young children's responses. For example, they do not use puppets or different voices to support early communication and language skills in young children. Consequently, young children soon lose interest and their learning is limited.

Toddlers enjoy singing action rhymes and eagerly join in, singing heartily pointing to different parts of their body. However, this is initiated by members of the household, rather than the childminder and her assistants. Paper, crayons and pencils are available for children to create their own pictures. However, all children, regardless of age are given pre-drawn cartoon characters to colour, limiting their imagination and enjoyment. Children are not inspired to be creative by following their own thoughts and ideas. Toddlers sit in

their highchairs holding a crayon, but do not always have the physical strength to colour the picture. The childminder fails to plan age appropriate activities, or provide resources to meet the needs of the ages of children attending. Children enjoy sticking boxes together and painting. The oldest children develop some skills needed to support their move to school. They participate in letter and sound activities and have opportunities to practise recognising and writing their name.

The systems for observation and assessment are weak. Although observations are linked to aspects of the Early Years Foundation Stage and children's next steps are identified they do not promote the learning and development of all children. Therefore, children do not receive challenging and enjoyable experience based on their individual needs and interests. Through the initial settling in period the childminder seeks the views of parents on children's daily routines, likes and dislikes so she may plan for each child accordingly. Some of the information collected is sparse offering insufficient information. In addition, activities are poorly planned and do not promote children's learning and development effectively.

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

The childminder fails to make sure that all children feel emotionally secure. At times young children, who need individual care, are supervised and cared for by family members and their friends. Consequently, some children appear unsettled and do not make secure attachments. Some of the children do develop a friendly rapport with the childminder, assistants and the childminder's family members, approaching them for a quick cuddle for comfort and reassurance. However, there is no continuity of care, and the key person system is ineffective in meeting the individual care needs of the children who attend. The childminder, assistants and family members speak kindly to the children most of the time. Children behave generally well. However, in front of other children, the childminder and assistants laugh about a child who has had 'a sweaty sleep' and they point out the child's 'hair sticking up'. Although this is said without malice, it does not help children to learn to respect others.

The environment is poorly resourced and uninviting. Toys and resources are not easily available. Therefore, children do not have opportunities to select resources to promote choice and independence. Space is not used effectively, and often children are crowded into either the lounge or kitchen, limiting their independence and play opportunities. Toddlers sit in highchairs for extended periods of time, limiting their physical development. The garden is appealing and inviting. However, during the course of the inspection, children did not go outside. This limits children's opportunities to enjoy fresh air and exercise to promote their health and to develop their physical skills.

The large number of adults and children in the home means that the atmosphere and learning environment is chaotic and children are not motivated to learn. The environment is not conducive to learning. Some activities and meals take place in the kitchen, which is dark and gloomy with no ventilation or natural light. Children sleeping upstairs are not frequently monitored by the childminder, to ensure they are safe. Children's safety is

further compromised as trailing cords from the window blinds are in easy reach of the children and present a risk of serious injury.

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

The childminder does not understand the legal requirements in employing and working with her assistants. She is in breach of a number of safeguarding and welfare requirements. For example, the childminder does not comply with the requirements of the Childcare Act 2006 because she works with more than two assistants at any one time.

The inspection was brought forward following concerns about the use and suitability of assistants, the level of care provided and behaviour management. In addition, concerns were raised about the number of children cared for. The concern also raised the issue that the childminder did not inform Ofsted of a significant event. Ofsted visited and issued notices to improve the accuracy of the attendance register, which also applied to both parts of the Childcare Register. This inspection found that the childminder has failed to meet these actions, and therefore welfare requirements notices have now been issued to urgently address these breaches. In addition, the childminder does not meet the requirements of the Childcare Register. She is now aware of the need to keep Ofsted informed of any incidents.

The childminder is unable to demonstrate that one of her assistants has completed first aid training. The childminder has also failed to provide information to Ofsted to enable them to check household members over the age of 16. There are no systems in place to ensure that people whose suitability has not been checked, do not have unsupervised contact with children being cared for. Although, children are supervised most of the time, the childminder fails to check sleeping children on a regular basis.

Risk assessment is inadequate. Some aspects of the home are safe. For example, stair gates are fitted and children do not have access to hazardous substances or alcohol. However, the childminder has failed to identify the trailing cords from the window blinds as a hazard. In addition, the car seats are of poor quality, and are ripped, exposing the foam inside.

The childminder and her assistants fail to implement the educational programmes and assessment systems appropriately to support children's learning and development in the Early Years Foundation Stage. The environment is chaotic and children have few opportunities to enjoy a suitable range of activities to promote their learning and development.

The childminder has generally positive relationships with parents, who value her flexible approach to meet their childcare needs. Self-evaluation has failed to identify the poor quality of the learning and development, and the various breaches in the safeguarding and welfare requirements.

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 that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (both parts of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in every calendar year and ensure they are safe and suitable for childcare, including with regard to blinds with cords (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 and retain them for a period of two years (both parts 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	116147
Local authority	Hounslow
Inspection number	933095
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	18
Name of provider	
Date of previous inspection	26/03/2012
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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