

Inspection date

Previous inspection date

06/01/2014

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 does not effectively supervise assistants to ensure they are familiar with the settings safeguarding procedures, with particular regard to having unsupervised access to children.
- The childminder has insufficient knowledge and understanding of the expected milestones children reach as they progress towards the early learning goals. Consequently, she does not plan for children's individual learning.
- Systems to assess children's progress are weak. As a result, their next steps or any gaps in their learning are not identified, or shared with parents.
- The educational programme for communication and language is weak and children's communication is not effectively responded to, or encouraged.
- The environment is not stimulating and it lacks a variety of appropriate resources to motivate children and encourage their independence.

It has the following strengths

- Children's individual routines are followed and agreed with parents, which helps children to settle and feel secure.
- The childminder demonstrates a commitment to ongoing training and improvement of her service to improve the outcomes for the children.

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 had a tour of the areas of the premises used for childminding purposes.
- The inspector looked at available documentation.
- The inspector discussed the settings risk assessment.
- The inspector observed the interaction between the childminder, the assistant and minded children.
- The inspector discussed how the childminder meets the needs of the minded children.

Inspector

Elizabeth Mackey

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children. The family live in a three bedroom house within the London Borough of Croydon. The downstairs of the home is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of whom four are in the early years age range. The childminder employs an assistant.

What the setting needs to do to improve further

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

- ensure people whose suitability has not been checked do not have unsupervised contact with the children being cared for
- ensure staff understand their roles and responsibilities and the procedures in place for safeguarding children
- improve knowledge and understanding of the learning and development requirements and the levels children are expected to reach in order to promote their development and to identify and address any gaps in their learning
- improve the play area and the resources to provide rich learning experiences for children, across all areas of learning and which encourage their natural curiosity and their independence
- use robust observation, assessment and the partnership with parents to plan the next steps in children's learning to ensure they are appropriately challenged and well prepared for the next stage in their learning
- improve the educational programme for communication and language to provide children with a rich language environment, where their communication is valued and encouraged.

Inspection judgements

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

Children are generally happy and receive gentle interaction from the childminder and her assistant during their play. However, the childminder's lack of appropriate assessment of children's progress, results in the educational programme not being personalised to meet children's individual needs. As a result, the childminder does not sufficiently promote children's development. The childminder has an adequate understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has started to record her observations of children as they play, which helps her to identify their interests and learning needs. She also uses a system for tracking children's development to try to identify any gaps in children's learning. However, she does not make use of this information to plan specific activities for progressive learning, based on secure knowledge of what children can do. Consequently, children do not have sufficient stimulation or challenge in order to be ready for the next stage in their early education. For example, children who are showing increased mobility do not have enough opportunities to develop strength, co-ordination and balance. Children have adequate space to play and they enjoy crawling through the plastic tunnel. However, there is a lack of planning and of resources to fully support children as they begin to show interest in exploring their environment.

Children play with the resources available; for example, they investigate the electronic games, showing delight when their actions result in creating a variety of sounds. They also use the keyboard and move their bodies to the music they create. However, planned activities do not always interest the children or help them make good progress in their learning and development. For example, the childminder provides a drawing activity, which is not suitable for the children's ability. Consequently, children do not engage. They are unable to develop their creativity, because the activity and related resources are more suited to an older child. They hone their finer physical skills through building with bricks and moving the beads on the abacus. Various educational posters are on display and there is a small selection of books. There are no suitable books available for the children present. The childminder sings to the children to encourage them to learn nursery rhymes and songs. Children are vocal and they squeal and babble. The childminder and the assistant sit with the children as they play. They smile in response to the children's babble; however, they do not give sufficient vocal responses to acknowledge their communication or to engage their listening skills.

The childminder has a system in place to complete the progress check for children who are two years of age, which she shares with parents. The childminder encourages a two-way flow of communication with parents, including a daily verbal exchange of information and a written record of the children's day. She gains information from parents when children first start, which helps her to begin to understand their preferences and individual needs. This helps to involve parents in their children's learning, although systems for sharing information about children's ongoing development are in their infancy.

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

Children are settled and form appropriate relationships with the childminder and her assistant. Children play in an environment which the childminder checks each day for

safety. She also eliminates risks to children by conducting risk assessments for the home and for outings. All adults living on the premises are suitably vetted and proof of their suitability checks are available to view. Suitability checks for the childminder's assistant are still in progress. The childminder is not robust in her supervision of the assistant and she does not ensure the assistant understands her role and responsibilities in safeguarding children. Consequently, the assistant has unsupervised contact with the children. This is a breach of requirements and compromises children's safety and well-being.

The childminder learns about children's family backgrounds and individual needs through discussions with parents. She uses this information to meet children's individual routine needs. The childminder is aware of children's individual dietary needs and she plans settling in procedures with parents to help children to gradually feel secure. Children sleep in low chairs, in accordance with the parents' wishes. Children behave well and they are familiar with the house rules in place. Children develop an adequate understanding of healthy lifestyles, because they enjoy a balanced diet and they have daily opportunities for physical exercise as they visit local parks and play spaces.

Children are encouraged to drink water throughout the day so they do not become thirsty. The childminder and her assistant have a current first aid qualification and there are systems in place for recording accidents and administering medication. Children are developing a suitable understanding of their own safety when they practise road safety on route to school and when on outings. Children follow appropriate good hygiene practices. The childminder understands the importance of managing transitions for children when they move onto another setting or school. However, her lack of understanding of how to promote children's development means that the experiences children have do not fully prepare them for the next stage in their learning. The childminder builds positive relationships with parents and she is aware of the need to develop partnership working with other settings when required.

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

Overall the childminder demonstrates a basic understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. However, she does not meet all the legal requirements. She does not effectively supervise the work of her assistant to ensure she understands the requirements for safeguarding. As a result, children are not fully protected from adults who do not have completed suitability checks. This is also a breach of the Childcare Register requirements.

The childminder has effective systems in place to support children's ongoing welfare, including use of documentation to underpin her practice. For example, she maintains a daily record of children's attendance, risks assessments and of visitors to the setting.

Children generally enjoy their time at the setting and the childminder is aware of the importance of promoting children's development through a range of activities. However, she has limited understanding of how to plan for the next steps in children's learning.

Furthermore, the systems to enable the childminder to effectively assess and monitor children progress are limited. Consequently, some of the activities provided are unachievable, creating frustration for the children. There are insufficient resources available to meet children's individual needs and to provide sufficient challenge. They do not offer enough variation to support children's development effectively.

The childminder allows time each day to share some information with parents, which tends to be about the events children have enjoyed and their daily routines. Parents state that their partnership works well. The childminder is aware of the need to establish links with other settings to provide consistency when children attend other settings. The childminder has implemented a system of self-evaluation to help her to reflect on her own practice to begin to identify areas for future improvement. She attends ongoing training and she demonstrates a positive attitude to developing her knowledge to improve the quality of care and education in her setting.

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 (compulsory part of the Childcare Register).
- 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 (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460995
Local authority	Croydon
Inspection number	922349
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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