

**Inspection date**

06/12/2013

Previous inspection date

27/11/2008

**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

3

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 not made sure that assistants she is accountable for are secure in their knowledge of safeguarding matters to ensure the welfare of children.
- A key person system is not in place to ensure that the childminder meets all children's individual needs fully by planning specifically for each child both indoors and outside. The childminder has not updated her knowledge of the areas of learning and her understanding of required progress checks to track children's learning.
- The childminder has failed to notify Ofsted of all assistants linked to her specific registration to enable them to carry out all required checks. It is unclear whether valid public liability insurance is held.
- The childminder has not replenished the contents of the first aid box to enable her to treat children appropriately in the event of an accident.

**It has the following strengths**

- The childminder is welcoming and greets children warmly. She is calm around the children and they enjoy her company.
- The environment is bright and is set out each morning with activities that are generally of interest to the children. There is a friendly relationship with parents.

## 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.

## Inspection activities

- This was an unannounced inspection and the inspector liaised with Ofsted during the visit by telephone.
- The inspector observed the childminder and her assistants caring for children, primarily in the play room and kitchen/dining areas of her co-childminder's home.
- The inspector spoke with the childminder, assistants and parents during the visit.
- The inspector viewed samples of the available documentation, such as children's records and the rota for co-childminders and assistants.

## Inspector

Helen Steven

## **Full report**

### **Information about the setting**

The childminder registered in 2008. She works from another childminder's home which is located in Edgware, within the London Borough of Barnet. Access to the provision is through the ground level front door. There is a dedicated playroom, dining area, lounge and downstairs toilet on the ground floor available for childminding. There is an enclosed garden available for outside play.

The childminder is also employed to work two or three different mornings each week with up to two other childminders or assistants at any one time. Together they offer care for up to nine children in the early years age range between the hours of 9am until 12 noon, each weekday during term time only. She is currently working with two other childminders and four assistants and they have nineteen on roll in the early years age range.

### **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:

- develop procedures to ensure that Ofsted is informed of all adults working in the premises to enable required checks to be carried out
- display your certificate of registration when working at the premises.

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

- develop a key person system to ensure children's individual needs are met effectively and inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending the setting
- make sure that assistants have a secure knowledge and understanding of safeguarding children issues in order to be able to implement an effective safeguarding children policy and procedure appropriately
- update and maintain the first aid box to ensure it contains appropriate content to meet the needs of children in the event of an accident
- extend children's individual learning by planning effectively, ensuring that there are readily available appropriate resources and activities for babies throughout the session
- strengthen knowledge of the areas of learning to improve the system for tracking children's progress and gain a understanding of the required progress check at two years old
- provide evidence to demonstrate that you hold public liability insurance for this registration

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

The childminder is friendly and welcoming to the children and speaks to them in a calm manner. She uses play opportunities to engage them in learning. For example, when children are jumping in the ball pool she encourages them to find balls that match the colour of their jackets and then store the balls inside, which the children find fun. The

childminder and assistants introduce some mathematical language to babies and toddlers throughout the day as they count, name colours and talk about size during play and routines. For example, adults count the numbers of chairs at snack time with the children.

A group song time is organised where the children sing a 'hello song', which helps them learn the names of those at the setting, including visitors. This gives children a sense of belonging. The childminder makes use of corresponding picture cards to introduce the songs, such as the wheels on the bus. This activity supports children's communication and language development and contributes towards their next stage of learning. Young children enjoy exploring sound as they shake and bang instruments during song time. Children experiment by placing instruments together so that they can be played like a drum kit. They place instruments on their arms and listen to the sounds as they spin. The childminder reports that at the start of each session they spend time together and engage in fun activities such as 'supermarket sweep' where they collect up items to put into the shopping trolley and this is used to develop their understanding of healthy eating. Children have the opportunity to draw to express themselves creatively and some children enjoy a sticker activity. There are electronic toys that children press to make sounds. Activities linked to community festivals enable children to begin to develop an understanding of cultures that are different to their own.

The learning environment is bright and includes posters for children with text and numerals that help prepare children for the next stage in learning. Children move between the dining area and the playroom freely and adults ensure that they are available to supervise play. Adults rotate resources, as most are stored in boxes in an area not accessible to children. There is some low-level shelving, containing books. However, adults have turned this around at the time of inspection and as a result, the babies and younger children cannot choose books to look at. Nevertheless, some books are stored on top of the unit and are accessible to taller children. Adults give babies books to look at, helping them explore the pictures and opening the pages. After snack, the planning of the environment is less stimulating. Although the childminder rightly reports that children need to have the opportunity to play as they wish and choose activities for themselves, there are limited toys available for babies to select freely. As a result, babies use toys more suitable for older children, such as plastic cars and put the small wheels in their mouths. This means that through a lack of planning, at times younger children are not able to explore age appropriate resources to meet their specific needs and stimulate their senses. Their well-being is also placed at risk.

The children did not have the opportunity to use the adjacent garden at the inspection to have fresh air and outdoor learning experiences. An assistant states that they use the garden in 'nice weather'. The childminder reports that they have not used the garden today because there has been a previous downpour of rain; however, a patio area is available as well as the grass. This indicates restricted use of the outdoor area for children's physical development. Primarily the children use the outdoor area for physical activities, although they have previously collected leaves that are drying to use in a future art activity. There are plans to encourage parents to bring in wet weather footwear and clothing to make the outdoors accessible in all weathers.

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

The childminder has not always notified Ofsted of new adults working in the setting and not all assistants have a secure knowledge of safeguarding issues. This means that the childminder cannot assure children's well-being. The childminder holds a first aid certificate. However, she has not made sure that the first aid box contains appropriate contents. As a result, this may affect the treatment given to a child in the event of an emergency.

Adults greet the children warmly as they arrive and settle into play. However, the childminder does not have specific arrangements with parents as she is employed by her co-childminder on a part-time basis. Different childminders and assistants are present each day. As a result, there is no key person system in place, as required to support children's individual needs and to engage and support parents in guiding their child's development at home.

Children enjoy nutritious snacks such as fruits and water is available in individual cups. The children are using their fingers to explore the textures of the foods. There are activities in place to help children develop an understanding of healthy eating, such as art activities. The childminder encourages children to clean their hands before eating, which helps them develop appropriate hygiene practices. The children have access to an adjacent garden is used primarily for physical play, although this is not in use each day. Children enjoy regular dance sessions and during inspection, they spin and turn with instruments on their arms. Adults help babies to stand by holding their hands. The babies enjoy the feeling of this and wiggle their bodies.

A range of appealing age-appropriate resources is set out at the start of the session to engage children's interest. However, later in the session, not all children are actively engaged in activities and some wander between the rooms. Adults hold and cuddle babies to help them feel secure. However, the organisation at snack time means that they are not included at the table with others and have to wait on the floor whilst adults find a baby bouncer for them to sit in. Babies cannot sit upright comfortably in the bouncer and have their snack on the childminder's lap. Adults offer praise to the children to develop their self-esteem and encourage them to behave well. Adults remind children about sharing toys. From an early age, they are encouraged to take responsibility as adults remind them about tidying away toys before snack time. Young children are learning about keeping themselves safe, as the adults remind them about safety when they are pushing around the toy buggy.

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

The childminder works on a part-time basis with up to two assistants or co-childminders, as her registration allows. The childminder is also employed by one of her co-childminders, but is registered in her own right to work at the setting address. When working at the setting she is responsible for meeting the safeguarding and welfare and learning and development requirements. In addition, she is accountable for the quality of the work of any assistants working with her. She must be satisfied that assistants are competent in the areas of work they undertake. However, the childminder has not made sure that children are safeguarded adequately. This is because not all the assistants have sufficient understanding of safeguarding issues in order to protect the welfare of minded children.

The childminder's certificate of registration is not on display at the times she is working at the setting as required. Therefore, it is not clear who holds responsibility on a day-to-day basis for the children at the setting. The childminder has been made aware of this at a prior visit from Ofsted. The childminder has not informed Ofsted of new assistants starting at the setting to ensure that their suitability checks are undertaken. This is breach of requirements and the childminder has previously been notified of this. There is no system in place for self-evaluation of the setting in order to identify strengths and areas for development.

The childminder has friendly relationships with parents and chats to them when they arrive and collect their children each day. Parents are positive about the setting, they feel that it is a 'lovely warm nurturing place' and describe it as 'superb'. The childminder gives parents verbal feedback about how their children have been during the day. Parents are reassured by text messages when their children are settling. The parents share information from other providers of the Early Years Foundation Stage that children also attend with the childminder

Although the childminder offers children some learning opportunities across the areas of learning, she has not fully updated her understanding of the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage. The last inspection highlighted this as an area for improvement. As a result, the childminder lacks knowledge of her responsibilities of the required progress check for children between the ages of two and three years. There is no key person system in place as required, and, therefore, the childminder is caring for some children at inspection who she sees infrequently. A co-childminder gathers some useful information about the children from parents at the start of the childminding arrangement using templates from the local authority. They identify next steps in learning. However, they do not keep these up to date; for example, children who have been here for more than one term have the same next steps as when they started. Consequently, systems to track children's progress are ineffective.

## 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

<b>Unique reference number</b>	EY372882
<b>Local authority</b>	Barnet
<b>Inspection number</b>	913037
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	9
<b>Number of children on roll</b>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/11/2008
<b>Telephone number</b>	

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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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