

Inspection date	31/01/2014
Previous inspection date	25/07/2011

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		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 a poor understanding of safeguarding issues, with particular regard to child protection procedures so children are not protected.
- Risk assessments do not identify low-level glass, hazards in the kitchen, bathroom and the temperature of the environment. Therefore, children's welfare and safety are at risk.
- A first aid box is not accessible to enable the childminder to treat minor accidents.
- The childminder does not use observations to assess the progress that children make, and plan for their learning needs. Consequently, children's progress is not as good as it could be and is not shared with others involved in their development.
- There are few resources or activities that promote children's understanding of diversity.

It has the following strengths

- The childminder is kind and caring, so children enjoy being with her and form secure attachments.
- The childminder provides children with an appropriate range of toys and resources that help to meet their developmental needs.

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 that children may use.
The inspector observed activities and interaction between the childminder and children during play in the living room. She held discussions with the childminder at appropriate times throughout the observations.
- The inspector looked at children's records and other relevant paperwork.
- The inspector took account of the views of parents via documentation and through feedback from the childminder.

Inspector

Marcia Robinson

Full report

Information about the setting

The childminder registered in 1994. She lives with her adult daughter in the London Borough of Lewisham. The downstairs of the house is the main area used for childminding with toilet facilities available on the first floor. A garden is available for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll in the early years age range. The childminder operates all year round, Monday to Friday, except public and family holidays. She is a member of a local childminding network and a professional childminding association.

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:

assess the risks or hazards which may arise for the children including aspects of the environment that need to be checked on a regular basis and make sure these are reviewed as aspects change; with particular regard to preventing access to pet food, dangerous substances in the bathroom, low-level glass accessible to children and maintaining a comfortable temperature inside the home for children

develop a secure knowledge and understanding of safeguarding procedures in line with the Local Safeguarding Children's Board (LSBC), with particular regard to knowing how to identify, understand and respond appropriately to possible signs of abuse and neglect at the earliest opportunity, making referrals and the use of mobile phones and cameras in the setting.

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

- ensure there is a first aid box accessible at all times with appropriate content for use with children
- use observations to understand children's level of achievement, interests and learning styles, and to then plan challenging learning experiences for each child reflecting those observations, and share this with others involved in children's learning
- improve the educational programme for understanding the world by providing activities and resources that help children make sense of their physical world and their community and to learn to recognise and respect diversity.

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

The childminder has a satisfactory understanding of the seven areas of learning and offers activities that generally interest and engage the children. As a result, children are making sound progress in most areas of learning and development. Children's language development is promoted consistently through regular conversations, for example, as they play or when children are sitting with the childminder mark making with crayons. Children's expressive arts and design skills are suitably fostered. The childminder

encourages children to be creative. This can be observed through the colourful artwork displayed in the conservatory area. Children enjoy expressing themselves creatively through painting and drawing activities. They also have access to a number of small-world and role-play resources to encourage their imagination. The childminder demonstrates an acceptable understanding of the requirement to complete the progress check for children between two and three years of age and what to cover in this when the need arises. However, systems to use observations to assess the progress that children make, and plan for their learning needs are not secure. Consequently, children's progress is not as good as it could be and is not shared with others involved in their development. This also means that some areas of learning are better promoted than others. For example, opportunities to help children develop a good understanding of the world are limited. The childminder does not provide sufficient resources and activities to help children learn about their own cultures and that of others.

The childminder gathers sufficient information about children's backgrounds and care needs before they start with her. For instance, through completing registration forms and holding discussions with parents. This information helps ensure that she can provide suitable care and support when children first start. The childminder exchanges information on children's care routines and their activities when parents collect them at the end of the day. She also relays messages to parents about their children's day at school. The childminder shares her written record with parents, which includes her observations and details of activities and routines. This encourages parents to share what they know about their children's development at home.

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

Children's well-being is compromised by the weaknesses in the childminder's safeguarding procedures and risk assessments. Older children use the bathroom independently where there are cleaning products within their reach. In addition, pet feeding bowls and open bags of pet food are left on the floor and are stored in an unlocked cupboard in the kitchen where children have access to. The childminder fails to maintain the main room used by children to a satisfactory standard of health and safety. This is because low level glass is accessible to children and the heating is not in good working order to ensure children's comfort and health. Consequently, she is in breach of a number of legal requirements.

Children's personal, social and emotional skills are suitably fostered. The childminder implements a suitable settling-in procedure which is consistent with their home routines. This enables children to quickly settle and feel secure. They have developed close relationships with the childminder. Overall, children behave well given their ages and stages of development. The childminder praises children frequently to encourage positive behaviour. As a result, they are beginning to respond to appropriate boundaries, with encouragement and support from the childminder. Children access a range of play opportunities through the appropriate organisation of space, time and resources. The conservatory is used appropriately for play. It is equipped with a sufficient range of toys and books that are suitable for children's ages and stage of development. This encourages

them to choose equipment and initiate their own play.

The childminder helps children to gain some awareness of how to keep safe. For example, on outings children learn about road safety, and indoors the childminder reminds them about the dangers of crawling underneath tables. However, there are hazards that have not been addressed or discussed. Children adopt suitable hygiene routines. They enjoy easy access to fresh drinking water throughout the day to prevent them from becoming thirsty. They begin to manage their own personal needs when they wash their hands before they eat, or blow their nose and throw away the tissue afterwards. Children benefit from planned outings enjoying regular fresh air and exercise. For example, they go out on trips to the park and community groups to develop their awareness of healthy lifestyles.

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

The childminder's knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements is inadequate. This results in ineffective procedures for risk assessments and safeguarding children. This is because the childminder does not demonstrate a sufficient understanding of safeguarding procedures and does not know how to recognise concerns about a child's welfare. She is unclear of the correct procedure to follow in the event that an allegation is made. Furthermore, the childminder does not have a secure enough understanding of how to implement a policy about the use of mobile 'phones and cameras. All mandatory documentation, such as accident and medication records as well as the attendance register is appropriately used to promote children's welfare. The childminder has some safety measures for the home in place such as a fire blanket and sockets covers. However, risk assessments are not robust enough to ensure potential health and safety risks on the premises are identified and minimised. For example, the room temperature where children play is too cold and unprotected glass is accessible to children. This compromises their welfare. In addition, the childminder does not meet the requirements of the Childcare Register. The childminder holds a current first aid certificate. However, she is unable to locate her first aid kit.

The childminder has a sound understanding of the areas of learning although clear systems to monitor children's achievements through reflective observations are not in place. Consequently, this has an impact on the planning of activities to consistently challenge children in their learning. The childminder has not established effective partnerships with other early years provisions where children attend to ensure that there is continuity of learning for each child. For instance, she is not proactive in seeking information from them to support her assessment of and planning for children's individual learning. Consequently, partnerships with others are not sufficiently robust and therefore, do not fully support children's development. The childminder has successfully met the action made at her last inspection in relation to administering medication. However, there are no systems in place to monitor and evaluate the provision or gain the views of the parents and children. Therefore, the childminder is unable to accurately identify the strengths and weaknesses of the early years provision in order to secure continuous

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 at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimize any identified risks(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	128833
Local authority	Lewisham
Inspection number	914205
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	25/07/2011
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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