

<b>Inspection date</b>	11/11/2013
Previous inspection date	27/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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 not undertaken an appropriate training course. Therefore, she demonstrates little understanding of the learning and development requirements, resulting in poor monitoring of the educational programmes and of children's progress.
- The childminder does not assess children's learning; therefore she is not effectively planning for children's next steps in learning in order for children to make the best possible progress, taking into account their starting points and capabilities.
- The childminder has not provided Ofsted with information regarding all persons over the age of 16 years living in the house in order for Ofsted to carry out suitability checks. This has the potential to compromise children's welfare.
- Parents are not meaningfully involved in supporting and making decisions about their child's learning or the provision and partnership with other providers is weak.
- There are fewer activities and resources to 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**

- The organisation of the learning environment allows children to choose whether to play

indoors or outdoor, as they wish.

### **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 discussed with the childminder her policies, procedures and practice.
- The inspector scrutinised a sample of documentation, including children's records.
- The inspector and childminder conducted a tour of the premises.

### **Inspector**

Pamela Bailey

## **Full report**

### **Information about the setting**

The childminder registered in 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the London Borough of Lambeth with her family. The whole of the ground floor of the childminder's home is available for childminding, with the exception of the study. Children have access to the enclosed garden for outdoor play. There are two children on roll in the early years age group who attend after school. There were no children in the early years age group present on the day of the inspection. The childminder also provides care for children over five years. The childminder collects children from the local school and takes the children to the nearby park.

### **What the setting needs to do to improve further**

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

- complete a local authority approved training course in order to understand and implement the Early Years Foundation Stage
- ensure Ofsted is provided with all information regarding persons over the age of 16 years living on childminding premises, in order that suitability checks may be carried out
- undertake appropriate training to improve knowledge and understanding of the Early Years Foundation Stage, in particular with regards to the learning and development requirements to recognise children's progress, understand their needs and plan appropriate challenges in all required areas of learning
- 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
- improve the use of reflective practice and self-evaluation, which includes input from parents and children, 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

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

- 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

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

Through discussion, it is evident that the childminder is not secure in her knowledge and understanding of the learning and development requirements. 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 explains that she has begun to liaise with the reception class teacher. She seeks information about the current topics children are learning about to guide the activities she provides. However, the childminder demonstrates an insufficient understanding of how to observe and assess children's learning and development to understand their level of achievements. The childminder's lack of understanding of the

children's achievements means she is not adequately equipped in her knowledge to support children to make the best possible progress. Furthermore, the childminder is unable to demonstrate whether all children are developing at expected levels and consistently improving over a sustained period. This means that 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 might give cause for concern.

Through discussion, it was evident that the childminder understands the different types of activities to support learning and development across most areas. For example, the childminder talks about how she makes use of the garden to help children learn about nature. The children search for insects and collect leaves for leaf rubbings. The childminder added that children combine water, mud, grass and leaves to make potions. This helps children to develop their understanding of the natural environment and the changes that occur when combining different natural materials together. However, the childminder demonstrated a lack of awareness of different cultural celebrations and festivals that help to promote children's understanding about people and communities. In addition, the childminder has not fully developed her range of equipment and resources to reflect people's similarities and differences, to increase children's knowledge and understanding of the diverse world in which they live.

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

Through discussion, it is evident that children benefit from a gradual settling-in process. Parents can stay with their child, which helps them to feel secure in the childminder's care. Older children are familiar with each other because they all attend the same school.

The childminder explains how she helps children to develop a healthy lifestyle. She describes physical activities that contribute to children's health and promote an active lifestyle. For example, children engage in outdoor activities such as skipping and ball games, and visit the local playground where there are large play equipment. This helps children to practise and develop their balance and coordination. The childminder talks about how she helps children to learn appropriate hygiene practices through daily routines such as washing their hands before eating. This enables children to begin to develop their independence and self-care skills. Children's individual dietary needs are met in line with parents' wishes. This is because the childminder keeps a record of specific dietary requirements and provides healthy alternatives. Therefore, children benefit from nutritious meals provided by the childminder.

The childminder provides a broad range of equipment, toys and resources both inside and outdoors that support most aspects of children's learning and development. These are easily accessible and allow children to make independent choices. The childminder has taken reasonable steps to reduce all potential risks and hazards to the children inside her home. This helps to ensure that children play, learn and explore in a safe environment. In addition, the childminder practises the emergency evacuation procedures regularly with

the children so that they become familiar with the routine. The childminder explains how she helps children to keep themselves safe outdoors by practising road safety.

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

The inspection was brought forward following concerns about the childminder's lack of appropriate training, public liability insurance cover and changes to persons living on the premises. The inspection found that the childminder has not undertaken appropriate training as required. As a result, the childminder is not secure in her understanding of the learning and development requirements. There is poor monitoring of the educational programmes and children's progress. Failure to undertake regular assessments means the childminder is unable to demonstrate how children are consistently improving over a sustained period or plan for children's next steps in learning. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage. In addition, the inspection found that the childminder failed to provide Ofsted with the necessary information regarding children living in the house who are over the age of 16 years. This means that Ofsted is unable to make the appropriate checks of suitability. This fails to protect children's well-being. This failure is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register.

The childminder ensures that her provision carries public liability insurance, although this might be invalid as she has not attended local authority approved training. She demonstrates an appropriate understanding of child protection matters and knows the appropriate steps to take if she has any concerns about a child in her care. The childminder has addressed the actions and recommendation raised at the last inspection. This has improved aspects of children's health and safety. However, the childminder does not have an appropriate system to evaluate her provision or seek the views of parents. As a result, she fails to identify significant weaknesses in her practice. This limits her ability to monitor the quality of the provision, prioritise and target areas in need of most improvement.

The childminder has built suitable links with other early years provision where the minded children attend. She obtains information about activities that help to maintain continuity of learning and development while children are in her care. The childminder gives daily feedback to parents about their children's day and passes on information about school activities. However, there are no systems in place to help parents share what they know about their children or to keep them informed about their children's achievements and progress. As a result, parents are not adequately involved in supporting their children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- complete a course approved by an English local authority designed to enable the childminder to meet the requirements of registration (Compulsory part of the Childcare Register)
- ensure 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)
- completed a qualification at a minimum of level 2 in an area of work relevant to childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (Voluntary part of the Childcare Register)
- ensure 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

<b>Unique reference number</b>	EY425185
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	937939
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/09/2011
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

