

<b>Inspection date</b>	09/06/2014
Previous inspection date	18/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not hold a current paediatric first-aid certificate, as required. This compromises children's well-being in the event of them sustaining an injury.
- The childminder fails to get sufficient information from parents about children's home languages, to help her to promote their communication and language development.
- Risk assessments fail to identify all potential safety risks and fire safety measures are not robust. This means that children's safety is compromised.
- Children's health is not sufficiently promoted as they do not have fresh drinking water available or accessible at all times and they are not encouraged to wash their hands before eating their meals or snacks. They have too few opportunities to engage in physical activities that help to develop their larger muscle skills.
- Self-evaluation is not wholly reflective of the practice and does not fully identify the areas that require further improvement.

#### **It has the following strengths**

- The childminder is warm and responsive to children, which supports their well-being.

## 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 observed the interaction between the childminder and the minded children.
- The childminder spoke to parents and took into account their views of the setting.
- The inspector inspected the rooms used by the minded children.
- The inspector looked at documents, including children's records and a range of the childminder's policies and procedures that were on her computer.

## Inspector

Mauvene Burke

## **Full report**

### **Information about the setting**

The childminder registered in 2004. She lives with her family in Tooting, in the London Borough of Wandsworth. The family has pet cats, fish and a hamster. The sitting room and kitchen on the ground floor are used for childminding. Bathroom facilities are on the first floor. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range. The childminder collects children from the local school. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- make sure that a current paediatric first-aid certificate is maintained
- improve the programme of activities to promote children's physical development, so that they have plenty of opportunities to be active and develop agility skills
- take reasonable steps to provide opportunities for children to develop and use their home languages, and obtain key words in children's home languages to aid communication and further support their development of spoken English
- ensure children's safety on the premises by conducting thorough risk assessments that effectively identify and minimise hazards to children, with particular regard to low-level sockets and fire safety equipment and procedures
- ensure that fresh drinking water is available and accessible to children at all times

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

- devise and implement a thorough self-evaluation process, which includes the views of parents, by identifying strengths of the provision and areas for development, and by drawing up an action plan to overcome weaknesses that have been highlighted as a result of the process
- help children to adopt healthy lifestyles by teaching them the importance of washing their hands.

## Inspection judgements

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

The childminder has made positive improvements to her provision for children's learning and development. She has embraced help from the local authority childminding advisor to implement sound systems for observation, assessment and planning. She now uses observations and assessments to identify some next steps for children's learning. These systems are not yet fully effective because children have not been attending for long. She is beginning to gain a picture of where children are in their learning and has a generally sound awareness of children's interests. The childminder suitably supports children's interests. For example, when children show an interest in toy cars and other modes of transport, she provides these for children each day. She tries to encourage children to use other resources by introducing the building blocks, using these to make roads and tunnels for the children to use with the cars. She introduces mathematics by counting the cars and compares size using language such as 'bigger' and 'smaller'. As yet, the childminder has not monitored the effectiveness of her educational programme. Although she provides children with an enjoyable choice of activities she has not realised that her provision for children's physical development is weaker than for other areas of learning.

Parents make some contributions to initial assessments of their children's starting points. The childminder keeps them suitably informed about their children's achievements and development through regular feedback. To encourage active involvement of parents in their children's learning, the childminder informs them about what she is doing in her setting. She also asks that they practise things, such as number and colour recognition at home. The childminder is aware that some children speak languages other than English at home. However, she has not been proactive in finding out key words in their home languages to aid children's communication and to show that their home languages are valued. A suitable range of resources is used to help children develop an awareness of the diverse society in which they live. The childminder is developing her knowledge of the requirement to complete a progress check for children aged two years. She is planning how to carry this out when the time arises.

The childminder promotes children's personal, social and emotional needs appropriately. Children are happy, settled and secure. Toys are made available to children in the sitting room each day and the childminder makes children aware of other activities that they may want to do. The childminder supports children's communication and language skills reasonably well. She speaks slowly and clearly for children so that they grasp the words she is saying. Children confidently repeat words and learn the names of objects.

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

Children's well-being is not fully safeguarded because the childminder does not hold a current first-aid certificate. It is a legal requirement of the Early Years Foundation Stage and also the Childcare Register to have up-to-date first-aid training. Further to this, risk

assessments carried out in the home are not robust. This means that children's safety is compromised. For example, several low-level electrical sockets are exposed and easily accessible to children. In addition to this, the childminder has not ensured that there is a working smoke alarm on the first floor or that children are familiar with the evacuation procedure in the event of a fire. This is because she does not conduct fire drills with the children. Nevertheless, children enjoy a caring relationship with the childminder and this is evident through their play and explorations. Children have settled very quickly and developed a positive bond with the childminder who has a sound understanding of their individual needs. This helps to support their emotional well-being.

Children are taken to play at the local park and regularly go for walks to and from school, or in the local area, so gain some fresh air and exercise. While indoors, the childminder provides appropriate indoor opportunities for children to enhance their skills of coordination, control, manipulation and movement. Younger children develop their smaller physical skills, for example, as they use mark-making tools and play with building blocks. However, the childminder does not have any outdoor play equipment or resources for children to use. In addition, she does not plan activities that embrace the learning potential that the outdoor learning environment offers. Therefore, children have few opportunities to develop their large muscle control and coordination, and test their overall physical skills. The childminder helps children to develop their self-care skills by encouraging them to feed themselves. However, she does not always support children in learning about personal hygiene, for instance, by encouraging them to wash their hands before eating. In addition to this, children do not have access to fresh drinking water throughout the day. This means that children are not learning about the importance of adopting healthy lifestyles. Parents provide all meals for children and the childminder prepares these for them. The childminder demonstrates a positive and calm approach to managing children's behaviour. Good behaviour is promoted through talking with children about behavioural expectations at a suitable level for their understanding and maturity.

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

The childminder does not have an adequate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in several legal requirements not being met. This includes the childminder not maintaining a valid first-aid certificate. In addition, she does not have a written safeguarding policy and procedures available to parents, in accordance with requirements of the Childcare Register. On the whole, the childminder has a sound understanding of her role and responsibilities in relation to child protection issues, such as reporting any concerns about a child in her care. However, she recognises that she would benefit from updated training in this area. Risk assessments of prospective outings are carried out to promote children's safety. However, the risk assessment of the premises is not effective. This is because the childminder has not considered the potential hazards posed by children having access to low-level sockets. In addition, she has not ensured there is appropriate fire detection and control equipment, such as a working smoke detector, on the first floor level of the premises.

Following the last inspection the childminder has taken some positive steps to address some of the actions that were raised. For example, she was required to provide Ofsted with details of a member of her household who had turned 16 years of age. This information has now been provided. The childminder has welcomed the support she is receiving from her local childminding advisor. As a result of the support, the childminder has now started to make observations and assessments of children's development. The childminder is able to provide some information regarding how she observes and assesses children's learning, and how she gains an awareness of their abilities and progress towards the early learning goals. However, she does not monitor the educational programmes. This means she is unable to identify all areas where children would benefit from further support, in order to make as much progress as they can. Resources generally meet children's needs sufficiently.

The childminder has yet to carry out any form of evaluation of the service she provides. Therefore, she does not effectively monitor her everyday working practices or actively plan for future improvement. However, she has started to develop her garden so children can have access to outdoor play on a more regular basis. There are no procedures in place to obtain the views of parents and children so that they are able to contribute to the evaluation of the provision.

The childminder works with parents to meet children's individual care and welfare needs, such as discussing meal arrangements. She provides flexible childcare in line with their work commitments. She is aware of the importance of obtaining as much information as possible about each child's individual care needs from parents and agreeing with them how they can work together to meet these needs. Parents spoken to during the inspection say they are very happy with the service that the childminder provides, adding that they have seen a significant improvement in their child's development. The childminder demonstrates an understanding of the need to communicate with other early years providers to ensure continuity for children.

### 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 an appropriate first-aid certificate is obtained (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from

abuse or neglect. (compulsory part of the Childcare Register)

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid certificate is obtained (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise 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

<b>Unique reference number</b>	EY291433
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	972229
<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>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/03/2013
<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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