

<b>Inspection date</b>	06/08/2014
Previous inspection date	21/04/2009

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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder has an inadequate knowledge of the learning and development requirements. She does not work successfully with parents to get information about their children's abilities. She does not understand how to assess children's ongoing progress, and use information gathered to inform her planning.
- The activities offered are not stimulating or challenging and they fail to build on children's interests and abilities to help them to progress well.
- The childminder does not assess children's progress in the most important areas of learning when they are aged between two and three years old.
- The childminder has insufficient knowledge of child protection matters, including the signs that would indicate concerns for a child's welfare. She does not understand the Local Safeguarding Children Board procedures. Her safeguarding policy is not robust. These weaknesses mean children's safety is not assured.
- The childminder does not evaluate and monitor her provision to drive improvement.

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

- The childminder is kind and caring. The children are confident when they are with her.
- The childminder develops children's communication and language skills suitably.

## 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 the childminder's practice, including assessment and self-evaluation.
- The inspector sampled the documentation the childminder uses to support her work.
- The inspector observed the childminder's practice and children's activities.

## Inspector

Julie Biddle

## **Full report**

### **Information about the setting**

The childminder started minding in 1992 and registered with Ofsted in 2001. She lives with her husband and three adult relatives, in the London Borough of Brent. The children use a ground-floor room for play. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range.

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

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

- gain knowledge and understanding of the learning and development requirements, including the seven areas of learning, and plan interesting challenging experiences to cover these well so children make good progress
- establish effective communications with parents to understand children's abilities on entry; gain good understanding of how to assess children's ongoing abilities, and how to use this knowledge to plan what each child needs to learn next to meet their needs effectively
- ensure staff know how to implement the progress check for children aged between two and three years old, to establish their strengths and weaknesses in the most important areas of learning, and provide a short written summary of these to children's parents
- devise a robust safeguarding policy that includes the use of mobile phones and cameras, and make sure that Local Safeguarding Children Board procedures are known and understood, and implemented when necessary
- ensure good knowledge and understanding of the ways to identify signs of possible abuse and neglect, and the procedures to follow should such concerns arise.

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

- develop an effective system of self-evaluation that identifies weaknesses in the provision, so these can be addressed through a development plan to raise the quality of teaching to a consistently good level.

## Inspection judgements

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

The childminder does not promote children's learning and development well enough. She does not have sufficient understanding of the learning and development requirements of the Early Years Foundation Stage. This is because she has not kept her knowledge up to date. There are limited systems to observe, assess and monitor children's development and progress. This means that children's learning does not build on what they already know and can do, which slows their progress. The activities planned for the children do not cover the seven areas of learning well enough. Activities are mundane and do not challenge the children, which slows progress. This is a result of weak teaching which is not matched to children's individual needs.

The childminder does not work effectively with parents to obtain information about children's abilities when they first start with her. This means that the childminder does not have accurate information to inform her planning from the start, so she cannot plan for their immediate interests to help them settle in quickly.

Children have some opportunities to develop their communication and language skills. The childminder talks to the children and engages in suitable conversations with them. For example, she talked to them as they played, asking them if they were, 'happy or sad', and helped them name parts of their bodies. This helps widen their vocabularies.

The childminder praises the children appropriately which raises their self-esteem so they are confident in their own abilities. The childminder helps children make some choices about play. For example, children pointed to books and the childminder responded with enthusiasm. She helped the children to choose these and to enjoy them, for example, by making sounds corresponding to the animals in pictures. The childminder helps the children to count, and to recite letter names. These activities go some way to preparing children for school. However, the childminder does not motivate children sufficiently by using their personal interests to promote their learning, so progress towards being ready for school is slowed.

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

The childminder does not adequately promote children's well-being. She lacks understanding of child protection matters, and how to respond if she has concerns for a child in her care. This weakness in her knowledge places children's well-being at significant risk.

The childminder has developed secure attachments with the children. This gives children confidence to move about the home and make choices from the resources and toys available to them. The childminder talks to children in a kind manner and praises children for their efforts and achievements. These actions help to promote children's self-

confidence and self-esteem, so they are ready to have a go and try new things. The childminder encourages children to share and show kindness towards their friends. Children behave well and need very little intervention from her to do so.

The childminder teaches children to develop an awareness of how to promote their own health. The childminder helps children to develop a healthy lifestyle. For example, she reminds children of the importance of washing their hands, and makes this fun by including a teddy bear. The childminder encourages children to use the garden so they have fresh air. The childminder talks to the children about the correct clothes to wear in the garden, which helps children to learn to look after themselves. The childminder takes some opportunities to develop children's understanding of their own safety, such as when they all practise emergency evacuation of the home. Such teaching helps children gain some skills for the next stage of learning.

The childminder provides a sufficient range of toys indoors and in the garden. Outside, the resources allow children opportunities to develop their awareness of space, and to gain and practise physical skills, such as pedalling. Children confidently explained to the childminder how to pedal backwards.

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

The childminder does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage, or the requirements of the Childcare Register. The childminder is not clear about her role in child protection. Although she has a safeguarding policy, it is outdated and based around previous childcare standards. She does not have a copy of the current requirements, and does not know these. This means she is unable to protect children as required because she does not have the necessary knowledge. For example, she is unaware of the role of the Local Safeguarding Children Board and its procedures. She does not know how to recognise the signs and symptoms that would give her cause for concern about a child's welfare, or how to respond if she has such concerns. She has failed to consider how to safeguard children in respect of the use of mobile phones and cameras in her setting. These weaknesses mean that children's safety is not assured when they are with her.

The childminder does not meet the learning and development requirements. She has insufficient understanding of how to promote children's learning and development. The educational activities do not cover the seven areas of learning. The childminder does not observe and assess the children's progress. This lack of understanding means she is unable to plan activities that match the children's needs effectively, so they do not progress well enough.

The childminder does not monitor the effectiveness of the educational programme she provides. Children's development is not as good as it should be, given their initial abilities. Self-evaluation is ineffective. The childminder neither identifies the significant weaknesses in her provision, nor addresses these to improve it and the outcomes for children.

Nevertheless, the childminder has made some improvements since her previous inspection. For example, she has increased her resources, so shows some willingness to improve. Some recommendations from the previous inspection have not been addressed sufficiently, however, so are raised to actions following this inspection.

There are some arrangements to promote partnership working with parents. For example, the childminder talks to parents at drop off and collection times. However, because the childminder does not monitor children's abilities, she is unable to provide them with accurate feedback on children's progress. She does not provide parents of children aged two to three years with a short written summary of their children's progress in the most important areas of learning. This means she is unable to identify whether any additional support is required. Children are not fully prepared for their transfer to school, or for their next stages in learning.

### 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:

- understand how to implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register).
- understand how to implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	137584
<b>Local authority</b>	Brent
<b>Inspection number</b>	813907
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/04/2009
<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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