

<b>Inspection date</b>	16/10/2014
Previous inspection date	30/06/2010

<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 does not keep all of the records necessary to promote children's safety and well-being, such as a record of their attendance and their personal details. In addition, records required for childminding are not all accessible for inspection.
- The childminder is unable to provide evidence of a current first-aid certificate or public liability insurance. This compromises children's welfare and safety.
- The childminder does not make ongoing assessments of children's development in order to plan and provide activities for them that build on their knowledge and skills. She is not familiar with the requirement to complete a progress check for two-year-old children. This limits the progress that children make.
- Resources are not well organised to promote children's independence and choice, and encourage them to initiate their own play and learning.

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

- The childminder has warm and caring relationships with children and they are settled in her care.
- The childminder offers children a welcoming, clean and safe home environment.

## 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 children taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at documentation including accident records, risk assessments and policies and procedures.
- The inspector looked around the areas of the home used for childminding.

## Inspector

Rebecca Khabbazi

## **Full report**

### **Information about the setting**

The childminder registered in 1997. She lives with her husband and two adult children. The family lives in a four-bedroom house in Wallington, within the London Borough of Sutton. The whole of the ground floor of the home is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range on roll. The childminder also cares for older children aged over eight years. The childminder speaks Gujarati and Hindi and understands Urdu as well as English.

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

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

- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- ensure that valid public liability insurance is held and available for inspection
- ensure that a current paediatric first-aid certificate is in place and available for inspection
- keep a record of each child's full name, date of birth, name and address of parents and/or carers and emergency contact details for parents and/or carers
- ensure that records relating to childminding are easily accessible and available for inspection
- improve knowledge and understanding of the learning and development requirements and ensure that regular observations of children are used to plan activities for each child across all areas of learning
- complete the required progress check for two-year-old children and provide parents with a short written summary of their development in the prime areas of learning.

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

- organise resources so that children can more easily select play materials for themselves to support their self-chosen play and learning.

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

The childminder does not make assessments of children's development or identify the next steps for their learning to help her plan activities. Consequently, activities do not build on children's skills. This limits how much progress they make and how well prepared they are for their next stage of learning and for school. The childminder does not complete the progress check for two-year-old children and provide a summary for parents as legally required. This means she may not identify areas where children need extra support at an early stage.

The childminder welcomes all children into her home. She talks to parents to find out about children's needs before they start and has an understanding of children's backgrounds and interests. The childminder makes sure there is a balanced routine and children take part in a suitable range of activities. She takes children on regular outings to local parks and the library. Children enjoy having a turn on the climbing equipment at the playground and playing ball games to develop their physical skills.

The childminder reads children stories to encourage their enjoyment of books, and sings songs and rhymes with them. She talks to children as they play and encourages them to express their ideas, which supports their language development. At the inspection, children enjoyed drawing pictures and the childminder praised them for their efforts. She talked to children about the size of their hands when they drew around them and encouraged them to count while they built towers with bricks. This helps children learn about size and number. Children take part in cooking activities such as making cakes and cookies to have for a snack, helping them extend their mathematical skills weighing ingredients.

Some resources are accessible to children but most play materials are stored out of children's reach in cupboards or in the garage. This means children are not able to choose what they want to play with themselves and they rely on the childminder to choose for them. This has an impact on children's independence and limits opportunities for self-directed play and learning.

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

The childminder does not protect children's well-being effectively as she does not keep required records of children's details so that they can be identified or parents contacted in an emergency. She does not keep a record of attendance to demonstrate who she cares for and when they are present in her home to support her safeguarding practices. The childminder does not have evidence available to show she has a current paediatric first-aid certificate and valid public liability insurance. These are breaches of legal requirements that compromise children's welfare.

However, children are comfortable and settled in the childminder's home. The childminder has a warm and caring approach and is sensitive to children's needs. Children develop positive bonds with the childminder and approach her readily for help or attention. They play happily together and behave well. The childminder's home is safe and suitably maintained. She supervises children carefully and makes sure she reduces any potential hazards. Children learn about risks and how to keep themselves safe when the childminder talks to them about why it is not safe to run inside and what to do if there is a fire.

The childminder promotes children's health appropriately. Children learn to manage their own personal needs when they wash their hands before they eat. The childminder cooks freshly prepared meals for the children each day and takes into account their nutritional

needs. Children play outside in the garden and go on regular outings to the park. They benefit from the fresh air and exercise as part of a healthy lifestyle.

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

This inspection took place following a concern raised about how the childminder safeguards children following an accident where a child sustained a significant injury. The inspection found that the childminder supervises children appropriately and takes steps to ensure that her home is safe for children to play in. She takes suitable action to inform parents about any accidents when they occur. However, the childminder did not notify Ofsted of this serious injury. This is a breach of a legal requirement. Although the childminder has basic records about some of the children she cares for, a number of required records are not in place and others are not accessible for inspection. These are further breaches of legal requirements that compromise children's safety, for instance in the event of an emergency. The associated requirements of the Childcare Register are also not met.

The childminder has an adequate understanding of appropriate safeguarding procedures and the steps to take if she has child protection concerns. She keeps parents suitably informed on a day-to-day basis and shares information with them about her policies, activities and routines. The childminder is aware of the need to share information with other early years providers where children attend more than one setting to support consistency in care.

The childminder expresses a willingness to improve her setting to meet requirements and is concerned to ensure that the children she looks after are safe and well cared for. She has met actions from previous inspections, for instance, by improving procedures for giving medicine and making more information available to parents. However, she has not sufficiently developed her knowledge and understanding of the learning and development requirements in order to improve her practice appropriately. She does not have adequate systems in place to monitor children's progress and ensure she can address any gaps in learning. This has an impact on the progress children make.

### **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:**

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- ensure insurance cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss is in place (compulsory part of the Childcare Register).
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a record of the name, home address and date of birth of each child, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register)
- ensure insurance cover in respect of liability which may be incurred for death, injury, public liability, damage or other loss is in place (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>	124779
<b>Local authority</b>	Sutton
<b>Inspection number</b>	993465
<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>	30/06/2010
<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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