

Inspection date	05/11/2014
Previous inspection date	31/10/2008

The quality and standards of the early years provision	This inspection:	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 and her assistants do not know what to do in the event of an allegation being made against them or a household member. This means safeguarding measures are not robust. She also fails to display her certificate of registration, as required.
- The childminder does not recognise the importance of helping children to respect one another's differences. As a result, children are not helped to develop a positive sense of themselves.
- The childminder makes poor use of observations and assessments to help her build on what children already know and can do. Planning is not effective in promoting children's development. The childminder has not completed the progress check at age two, as required.
- Children are unable to access their water beakers by themselves during the day. They are not offered a drink by the childminder or her assistants. This does not promote children's well-being.

It has the following strengths

- Children have developed warm relationships with the childminder and her assistants, and explore their surroundings confidently.
- Children enjoy healthy home-cooked meals and play outside regularly in the fresh air. This encourages them to adopt healthy lifestyles.

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 childminder and her assistants engage in a range of indoor activities and daily care routines with the children.
- The inspector spoke with the childminder and her assistants at appropriate times during the inspection.
- The inspector looked at policies, risk assessment and a range of other documentation, including comments made by parents.
- The inspector took a tour of the areas used by children.

Inspector

Mauvene Burke

Full report

Information about the setting

The childminder has been registered since 2006. She lives with her husband, 13 year old son, an 18 year old son and a 21 year old daughter in the London Borough of Wandsworth. She employs two assistants, one of whom is her husband. The house is within walking distance of local amenities. All areas of the home on the ground floor are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder does not provide overnight care. There are currently nine children in the early years age range on roll and they attend for a range of hours.

What the setting needs to do to improve further

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

- ensure all adults working with the children know what to do in the event of an allegation being made against them or a household member
- ensure that every child is valued and help children to develop a positive sense of themselves and to learn to respect other people's differences
- plan and provide a good range of activities that promote children's development across all areas of learning, taking full account of where children are in their learning and their interests
- carry out the required progress check for two-year-old children and provide parents with a written summary of their child's development in the prime areas of learning
- ensure drinking water is accessible at all times, making sure that drinks are offered frequently to children who cannot ask for them and, where possible, enable children to help themselves as they wish
- display the current certificate of registration and show this to parents and/or carers on request.

Inspection judgements

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

The childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage is weak. Children do not make sufficient progress in their learning because the childminder and her assistants do not do enough to build on what children already know and can do. They make observations and assess children's progress sporadically. However, this does not help them to recognise and understand children's individual needs or to plan tailored activities to close any identified gaps in their learning. The childminder does not understand the requirement to complete a progress check for children aged between two and three years. As a result, she has not been completing these. Consequently, learning and development and assessment requirements are not fully met. Parents receive some information about what their children achieve through a learning journal and through a progress report. However, this does not give parents an accurate account of what their children can do, or help them to understand what they can do to support their learning at home.

Children have easy access to a wide range of suitable resources. However, the quality of teaching is weak. This is because adults lack a secure understanding of how children learn and the role that they have in supporting children's learning. The childminder produces detailed planning for daily activities, but these were not followed on the day of inspection. Planning does not take account of children's individual learning needs. The activities offered do not take account of where children are in their learning, or promote their all-round learning and development effectively. The childminder and her assistants have unrealistic expectations of the very young children in their care. For example, activity plans include getting children as young as 14 months to count to 20. Children are not effectively supported in their learning and development. Consequently, children appear uninterested, move around aimlessly and sometimes appear to be bored. Groups of children of differing ages are expected to sit at a table and 'draw', whether they are interested or not. While this helps some children to practise early writing skills, it is not beneficial for the children who do not wish to participate. As a result of the poor quality of teaching, children do not gain the necessary skills to help them in their future learning.

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

Children's well-being is compromised because the childminder does not understand all of her safeguarding responsibilities and fails to give enough consideration to promoting children's good health.

Some safeguarding measures implemented by the childminder are good. The childminder and her assistants supervise children to ensure they remain safe while they engage in activities, both within her home and on outings. Children learn to manage their own safety well, for example, they learn to take managed risks as they come down the small step from one play room to the other. In addition, regular fire drills help them to become familiar with emergency evacuation procedures.

The childminder knows the children well and is able to meet their individual care needs well. Most children are generally settled in this environment. Children who are upset and tearful are given plenty of reassurance from the childminder and her assistants who hug

and comfort them. This helps to promote children's emotional well-being. Children mostly move around freely and confidently and explore their environment. However, at times, their movement is restricted when children are asleep in a main playroom. This limits the space available to children. In discussion, the childminder intends to monitor her arrangements to ensure that children have sufficient play space.

The childminder provides a range of indoor and outdoor activities that encourage children to adopt a healthy lifestyle. Children enjoy a balance of varied and healthy foods provided by the childminder and her assistants, which include a different home-made soup every day and fresh fruit. The childminder helps children to learn the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet. Posters above the wash basin remind children of the reasons why it is important to wash their hands. Although fresh drinking water is available, it is not offered to children throughout the day. Some of the children are very young and so are unable to ask for a drink and are unable to reach the beakers themselves. This means that sometimes children go without a drink for several hours, and this is not conducive to their good health.

The childminder and her assistants model good behaviour well overall, but occasionally not enough consideration is given to the negative impact that the use of nicknames can have on children's positive sense of themselves. The adults show kindness and children enjoy the company of the adults and their peers. Strong relationships are formed. Gentle reminders from the adults help children to understand about being kind to each other and taking turns. As a result, children behave well and develop some good social skills in preparation for the move to nursery and school.

There are a few resources that promote diversity, which help children to see differences. Children with special educational needs and/or disabilities are being adequately supported because the childminder works closely with parents.

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

The childminder does not demonstrate a sufficient understanding of how to meet the requirements of the Early Years Foundation Stage, and the associated requirements of the Childcare Register. This compromises children's learning and development, and welfare. For example, the childminder does not display the most recent registration certificate and when asked, was unable to locate this. She does not know what she should do if an allegation is made against her, her assistants or a member of her family.

The childminder and her assistants conduct daily risk assessments of the home to ensure hazards are identified and minimised, to help to ensure children's safety in and outside of the home. The childminder and one of her assistants maintains an appropriate paediatric first-aid qualification in order to ensure any minor accidents are managed appropriately. The childminder implements some written policies and procedures but these have not been reviewed and, therefore, contain some out-of-date information.

The childminder has an understanding of her responsibilities in meeting the learning and development requirements. However, she does not consistently deliver these to a high enough standard to meet children's individual needs. This is because she does not effectively target her practice to ensure all children make progress in all areas of learning. This means that future plans are not in place to help children move on to the next steps in their learning. Although the childminder was not aware of all the weaknesses in her provision, she recognises that she can improve her practice by attending training. For example, she is studying to complete a National Vocational Qualification at level 3 in Childcare. This demonstrates her understanding of how future improvement can be driven.

Partnerships with parents are generally positive. The childminder discusses children's care needs and some areas of their development with them on a regular basis. Parents report how 'wonderful everything is' and how 'happy' they are in the way their child is cared for. The childminder is aware of the local schools and nurseries that some minded children are likely to move on to. She is aware of the need to be proactive in her attempts to open up a two-way flow of information between herself and these other settings, in order to share information about children's development. This process has started.

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 children have access to drinking water
- display the certificate of registration in the premises on which childcare is provided (compulsory part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (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

Unique reference number	EY338602
Local authority	Wandsworth
Inspection number	815206
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	9
Name of provider	
Date of previous inspection	31/10/2008
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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