

Inspection date	19/11/2014
Previous inspection date	16/07/2009

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		3
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 administers medication to children without obtaining parents' consent and she does not keep a record of the medication she administers to children. This does not safeguard children's well-being.
- The childminder does not keep an accurate record of children's daily attendance, as required for the safe management of the provision.
- The childminder does not promote children's communication and language successfully to enable them to make good progress in this area of their learning.
- Children have few opportunities to explore and investigate programmable toys and information technology.
- The childminder does not have good links with other providers involved in the children's care. Therefore, she cannot be sure she offers experiences for children that enhance those they receive elsewhere.

It has the following strengths

- Children develop self-confidence and feel secure because of the positive relationship they have with the childminder.

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 had discussions with the childminder.
- The inspector observed the childminder's interaction with the children.
- The inspector sampled some documentation, which included the children's registration forms, register of attendance, training certificates and policies.
- The inspector gained feedback from parents by reading completed questionnaires about the childminder's service.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The childminder was registered in 2006. She lives with her husband, and their three adult children, in Beckton in the London Borough of Newham, close to public transport links, schools and parks. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of whom four are in the early years age range. The childminder works with a co-childminder and an assistant. She regularly takes children to parks, the library, local toddler groups and childminder's drop-in groups. The childminder and her co-childminder take and collect children from local schools. The childminder holds a National Vocational Qualification at level 3 in early years childcare.

What the setting needs to do to improve further

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

- obtain written parental consent before administering medication to a child and keep a record of medication administered, including the date and time
- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance
- improve the educational programme for communication and language development by using open-ended questions to encourage more able and older children to think, reason and express their ideas, and give young children time to respond to simple questions before intervening so they develop confidence to respond to questions
- develop good partnerships with other early years providers to support continuity and progression in children's care and education.

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

- provide children with more opportunities to explore information and communication technology to help them understand how and why things work.

Inspection judgements

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

The childminder appropriately plans the day, allowing children time for quiet and active play, and opportunity for visits into the local community. This helps children to increase their awareness of places nearby. Children benefit from playing in a spacious environment, where they move around freely. They have easy access to most of the toys and resources, which are suitable for their stage of development. Children begin to show particular interest in compact disc players and other technology equipment; however, the childminder does not make these resources readily accessible. sufficient support to find out about how things work or to use simple technology tools.

The childminder has a sufficient understanding of the early years curriculum and her use of observation and assessment is quite successful in helping children to make progress in their learning and development. She observes children during play and keeps a written record, photographs and samples of their work to monitor their abilities. She demonstrates how she uses her observations to help her plan activities that build on what children know and can do quite effectively. However, her practice is less successful in fully supporting the children in developing their communication and language skills. For example, the childminder asked children the question, 'What does the foam look like, and how does it feel?', however, she did not wait for them to respond to the question; instead she answered her own questions. During the block play and collage-making activities the childminder did not ask enough questions to encourage children to think, want to find out more and express their own ideas. As a result, children do not make good progress in their communication and language development.

Children benefit from visits to the library where they help choose books to take back to the setting. Consequently, children are developing a healthy interest in books. They learn to handle books carefully and enjoy listening to stories. In this way, children are acquiring some skills they need to be ready for school. The childminder encourages children's creative development and their imagination through activities, such as listening to music and playing musical instruments, role play, dressing up and taking part in arts and crafts. The childminder positively interacts in children's play and encourages children to count and to learn the names of simple shapes. She also displays number lines so that children begin to see numbers in their environment. This supports the children's knowledge and understanding about numbers and shapes.

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

meet all requirements to promote their good health. The childminder administered medication to a child without the required written parental consent. She also failed to make a record of administering the medication. These failures are breaches of health and safety requirements and compromise children's well-being.

The childminder provides a warm and friendly environment where children feel welcome and comfortable in her home. Children demonstrate that they have trusting relationships with the childminder, co-childminder and assistant, as they approach them for help or comfort, as needed. Children benefit from the childminder taking them to toddler groups on a weekly basis. This helps them to begin to build relationships with other children, promoting their social development.

The childminder manages children behaviour appropriately. She uses strategies that are relevant to children's ages and their level of development. She helps children to learn why certain behaviour is not acceptable. For example, she uses distraction techniques and simple explanations to deal with unwanted behaviour. She also changes activities to add variety to children's play to help prevent them from getting bored. The childminder helps children to learn how to stay safe. For example, the childminder occasionally practises the emergency evacuation procedures with children so that they become familiar with them.

The childminder supports children to develop an understanding of the importance of a healthy diet as she offers them varied nutritious snacks. Children enjoy eating carrot sticks and cheese strips for snacks. The childminder stores food children bring from home safely, at an appropriate temperature to prevent the cooked foods from spoiling. The childminder offers children fresh drinking water throughout the day so that they do not get thirsty. Children enjoy opportunities to take part in physical play, both indoors and outdoors. For example, the childminder organises music and movement sessions, which help to develop children's coordination. Children enjoy playing with balls and riding tricycles in the garden, and they also use a range of equipment, including slides and a climbing frame, when visiting the local parks. As a result, children are developing their physical skills.

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

The childminder is not meeting all of the welfare requirements of the Early Years Foundation Stage. The childminder does not obtain written permission from parents prior to administering medication to the children, as required. Also, the childminder does not keep a record of when she administers medication to a child. This is another breach of requirements that compromises children's health. In addition, the childminder does not keep all records required for the safe management of the provision, namely an accurate record of children's daily attendance. These are also breaches of the Childcare Register.

The childminder has an adequate understanding of the procedures to follow if she has concerns that a child is at risk of harm. She also understands the steps to take in the event an allegation is made about her, others working with the children or members of the household. The childminder carries out regular risk assessments in the home, and before using the garden, to identify and remove hazards to promote children's safety. She suitably monitors the work of her assistant and makes sure they are trained in first aid. The childminder appropriately deploys other staff on the premises, such as her co-childminder and assistant, so that the children are supervised at all times throughout the day. In that way, the children receive sufficient adult support to meet their individual

needs. The childminder keeps a number of written policies, which she uses to guide her, the co-minder and assistant in their daily practices and the care they provide for the children. The childminder attends training whenever she can to keep up to date with aspects of childcare practices. The childminder holds a current first-aid certificate. As a result, she is trained to give appropriate care to a child if there is an accident.

The childminder has taken sufficient steps to address the recommendation set at the last inspection but has overlooked the weakness relating to administration of medication highlighted previously. She now provides a suitable range of activities for children, which overall enables them to make adequate progress in their learning and development. This demonstrates that she has some capacity to improve. The childminder's uses self-evaluation process to identify her strengths and some areas to improve. This has helped to improve some aspects of her provision, however, she has not focused on the aspects of the provision that are inadequate.

The childminder has established positive partnerships with parents. She asks parents to share information, such as details about children's daily routines, to help her to meet children's individual needs. This also helps to provide continuity of care. The childminder provides parents with daily feedback about their child's day. She shares children's assessment records with parents so that they know how their children are developing and progressing in their learning. Parents' completed written questionnaires indicate that they are satisfied with the care and education their children receive. The childminder does not liaise with the teachers of the schools that the children attend. Therefore, she cannot be sure that her provision enhances the early years experiences children receive in school.

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 any medication administered to any child who is cared for on the premises, including the date and circumstances who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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 any medication administered to any child who is cared for on the

premises, including the date and circumstances who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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	EY317122
Local authority	Newham
Inspection number	843886
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/07/2009
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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