

<b>Inspection date</b>	08/12/2014
Previous inspection date	19/01/2009

<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 has not updated her first-aid qualification for several years, which is a breach of requirements and compromises children's welfare.
- The childminder does not display her certificate of registration as required.
- The childminder has not fully developed her systems for observation and assessment. In addition, she does not share information about children's progress with staff working at other settings that the children attend. As a result, she does not take sufficient steps to promote children's learning needs.
- The childminder does not fully develop children's understanding of technology and diversity. Therefore, she does not fully promote their understanding of the world.
- The childminder does not successfully evaluate her practice in order to promote continuous improvement to benefit the children.

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

- The childminder encourages children to engage in discussions as they play, which helps to promote their communication and language skills appropriately.

## 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 activities in the main play area.
- The inspector engaged in discussions with the childminder at appropriate times.
- The inspector sampled a range of documentation, including children's records.

## Inspector

Samantha Smith

## **Full report**

### **Information about the setting**

The childminder registered in 1985. She lives in the Turnpike Lane area of the London Borough of Haringey. The childminder uses a dining area and toilet on the ground floor for childminding purposes, and there is a garden available for outdoor play. The childminder has a cat and a dog. She currently has four children on roll, including one school-age child. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

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

- maintain an up-to-date paediatric first-aid qualification, in order to be able to respond appropriately in an emergency
- improve the educational programme for understanding of the world by providing resources and experiences to develop children's understanding of technology and diversity
- improve the systems for observation and assessment, by using the information gained from observing children's achievements, to plan learning experiences for each child, to help them make good progress in all areas of learning
- ensure the certificate of registration is displayed and shared with parents as required
- develop effective links with staff at other settings that the children attend, in order to promote consistency in children's care and learning

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

- develop effective systems for self-evaluation, to assess the strengths of the provision and areas for development, in order to improve the quality of provision for children.

## Inspection judgements

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

The childminder does not have a sufficient understanding of the learning and development requirements, and her role in promoting children's learning. She provides a suitably resourced learning environment, with toys and resources that cover most areas of learning. However, she provides limited resources to help children learn about technology and how things work, and to develop children's awareness of diversity. This means she does not adequately promote their understanding of the world. In addition, her methods for observation and assessment are not sufficiently robust. The childminder carries out regular observations on children, which she uses to highlight children's achievements. However, she does not use these observations to identify future learning opportunities, in order to help children to make further progress in their learning. She does not use this information to make an overall assessment of children's progress. In addition, the childminder does not share information about children's progress with staff who work at other settings attended by the children. This means she does not work in partnership with others to build on children's learning experiences, or to promote their learning needs.

The childminder promotes children's language development suitably well. She constantly engages with children while they are engaged in activities. She reads to them regularly and encourages them to finish the sentences of familiar stories. The childminder offers good levels of help to encourage children to develop their social skills, because she takes them regularly to visit the local toddler groups. Opportunities such as these help to prepare children for their eventual move to school.

The childminder gathers information from parents at the beginning of each child's placement. She uses this information to provide suitable activities and experiences that are based on children's interests. She regularly engages with parents, exchanging information with them on a daily basis.

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

The childminder does not promote children's well-being sufficiently well. This is due to weaknesses, relating to the childminder's first-aid training, that compromise children's safety. The childminder provides a friendly and caring environment, where children are happy and settle well in her care. She uses the dining area and through lounge to provide children with a safe place to play, and children also have access to a suitably resourced, outdoor learning environment. The childminder enables children to choose from the toys and resources available, which helps to promote their independence.

The childminder's home is clean and suitably well maintained. She regularly risk assesses her home and takes appropriate action to remove potential hazards. She has clear behavioural boundaries in place and she demonstrates suitable strategies for managing children's behaviour. She uses lots of praise and encouragement to promote positive

behaviour, and children respond well to this. The childminder demonstrates a calm and patient approach as she sensitively guides and supports children's play, and children respond appropriately. Consequently, children are well behaved.

The childminder promotes children's health well, providing a clean and well-maintained environment in which children can play. Children enjoy healthy meals, such as pasta, chicken and mixed vegetables for lunch. She encourages children to develop good hygiene habits, for example, by washing their hands throughout the day, particularly after visiting the toilet. She takes children out regularly on trips to the park and local groups, where they mix and play with other children. The childminder explains that she encourages children to learn to hold utensils appropriately and feed themselves. She encourages them to dress themselves and tend to their own personal needs, to help them prepare for the move to school.

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

The childminder does not promote children's welfare adequately. This because she does not meet some of the learning and development requirements, or the safeguarding and welfare requirements. She has not updated her first-aid qualification for several years, which compromises children's welfare. Therefore, she does not have a current understanding of how to deal with a medical emergency. In addition, she does not display her certificate of registration. These are breaches of statutory requirements, which also relate to the requirements of the Childcare Register. Her systems for observational assessment are not robust enough. This is because she does not promote some aspects of children's learning and development effectively, or work in partnership with staff at other settings that the children attend. The childminder does not provide sufficient resources or experiences to help children develop their early understanding of technology or diversity.

The childminder demonstrates a sound understanding of child-protection issues and demonstrates suitable procedures to follow if she had a concern about the welfare of a child in her care. The childminder demonstrates some awareness of providing a suitable provision for children, by attending training events, for example, for safeguarding and food safety. The childminder has taken appropriate steps to address the recommendations from the last inspection. However, she has not reflected on other areas of her practice that need improving, which affects children's learning and welfare needs.

The childminder demonstrates that she has established suitable relationships with parents. Contracts and written agreements are in place, and information is regularly exchanged between them, which helps to promote children's welfare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that an appropriate first-aid qualification is obtained (compulsory part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (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 an appropriate first-aid qualification is obtained (voluntary part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (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).

## 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>	140126
<b>Local authority</b>	Haringey
<b>Inspection number</b>	843060
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/01/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

