

## **Inspection date**

Previous inspection date

12/12/2014

Not Applicable

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

### **This inspection:**

4

Previous inspection:

Not Applicable

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 does not adequately assess and reduce hazards to children's safety in her home which puts children at risk.
- The childminder does not have adequate knowledge of all of the requirements for learning and development and, as a result, has not completed progress reports for two-year-old children.
- The childminder does not provide resources so that children can learn about washing and drying their hands effectively to promote their good health.

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

- The childminder provides a varied range of resources and activities to cover all areas of learning.

## 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 as they played and took part in routines.
- The inspector spoke with the childminder at various times during the inspection and gained the views of parents when they arrived to take their children home.
- The inspector sampled documentation including policies and children's development records.
- The inspector reviewed those areas of the childminder's house which are used for childminding purposes.

## Inspector

Lesley Hodges

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband and three children in Forest Gate in the London Borough of Waltham Forest. The lounge/dining room and kitchen downstairs and two upstairs bedrooms and a bathroom in the childminder's house are used for childminding. There is currently one child on roll in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children learning English as an additional language. The childminder lives within walking distance of local parks, shops, playgroups and schools. She operates all year round apart from family and bank holidays.

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

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

- ensure that thorough risk assessments are carried out to identify and minimise hazards in order to provide a safe and clean environment for children
- develop knowledge of the requirements for learning and development to include awareness of the requirement for the completion of progress checks for two-year-old children and how to share these with parents.

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

- provide resources for children to dry their hands after washing so that they can complete this task independently and learn about effective hygiene procedures.

## Inspection judgements

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

The childminder does not have a good understanding of all aspects of the learning and development requirements of the Early Years Foundation Stage. She is unaware of the requirement to complete a progress check for two-year-old children and therefore has not completed this as required for minded children. Consequently, the childminder has also not shared a summary of the children's development with parents, as required, when their child is two-years-old. This means the childminder is failing to support young children appropriately to make good progress in their learning and development.

The childminder provides a varied range of resources for children to play with to cover all

areas of learning. Children enjoy playing with their favourite toys. While making train tracks, the childminder teaches them about different shapes and shows children how the pieces can be fitted together in different ways. This helps children develop their mathematical knowledge as they play. Older children enjoy looking at books and the childminder complements their school learning by talking about letter names and the sounds they make. This helps children prepare for the next stage in their learning as they progress through school.

The childminder makes appropriate observations of children as they play. She uses these observations to identify the next steps in children's learning. For example, the childminder encourages children to consider their environment and the natural world as they play in the park. She looks at different insects with children and they discuss their similarities and differences. Children enjoy exploring the natural world in this way as they learn to care for living creatures.

The childminder supports children who are learning English as an additional language suitably. She gathers information from parents about children's language abilities and plans activities to support children as they learn words in English. These activities include stories and games which help children become familiar with key words as they play. Regular routines support children's communication further as they learn key words.

Children's development files show how they have made suitable progress over time. The childminder's observations cover all areas of learning and she makes notes to show children's progress. The childminder has suitable knowledge of how children learn and the types of activities to provide.

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

Children are generally happy and settled with the childminder and have formed close friendships with members of her family. They play happily and are content as they play. However, the childminder does not place sufficient focus on children's safety within her home or take adequate precautions to reduce risks to children in her home. For example, she has not removed household items, such as toiletries, so they are out of reach to children. This compromises the children's well-being.

After school, children feel secure in the routines for snack time. They wash their hands as they prepare to eat and choose snacks and drinks. However, the childminder does not always provide towels for children to dry their hands on so that they can learn the routine of washing and drying properly to promote their good health. Children choose from toast and sandwiches and sit at the table chatting sociably, which supports their communication development.

Children are learning to be independent in daily routines. They dispose of their food waste in the kitchen bin and are learning to make choices about their play. When preparing to go home, children put on their coats and hats with support from the childminder. These actions help children to develop the basic self-care skills they need as they progress

through school.

The childminder does not currently use her garden for outside play. However, daily walks within the community and trips to local parks provide children with adequate opportunities to develop their physical skills. The childminder also takes children to local shops and play areas so that they can learn about their local environment.

To prepare children for the move to school, the childminder takes them to sessions at the local play group. This means that children can learn to mix and play with other children. It also gives children opportunities to learn about sharing and taking turns in readiness for when they are in settings with large groups of children.

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

The childminder does not fully understand her responsibility to meet the requirements of the Early Years Foundation Stage. While she provides resources and activities to cover all areas of learning, she has not completed progress reports for two-year-old children. As a result, she has not provided parents with a summary of their child's development and is not aware of the requirement to do so. This is a breach of the learning and development requirements.

The childminder does not promote children's safety at all times. She fails to identify and minimise potential risks in her home which compromises children's safety. For example, while she has fitted a safety gate to the entrance to her kitchen, this is not effective as it is often left open and potential hazards, such as sharp knives, are accessible to children. Furthermore, the childminder has not assessed potential safety risks in the bedrooms and this means that children have access to a range of personal care items which are potential hazards. This is a further breach of the requirements.

The childminder demonstrates a sound knowledge of child protection issues. She clearly explains the procedures she would follow if she had concerns about a child in her care. She has contact information for the relevant authorities to hand should she need to refer to them. The childminder has a valid first-aid qualification in place and this means she can administer first aid to children in the event of an accident or medical emergency. She practises evacuation procedures with children so they know how to act in an emergency to keep themselves safe. The childminder has clear procedures for the use of mobile phones and the use of the photographs for children's development files in order to promote the security of images. This helps her to safeguard children.

Liaison with the local authority advisor provides the childminder with information to enable her to update her policies and procedures. She has completed a self-evaluation form and has highlighted some areas of her provision she would like to improve. For example, the childminder has identified some additional resources she would like to purchase to develop children's awareness of people from different backgrounds and of different abilities. She has addressed the specific areas which were recently highlighted by Ofsted regarding

safety in the home and her understanding of safeguarding. This shows some capacity to improve to safeguard children.

Parents are generally happy with the service provided by the childminder. Daily feedback gives them the information they need about children's care arrangements and activities during the day. Parents feel fully informed about their child's time with the childminder.

### **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 that all necessary measures are taken to minimise any risks to the health or safety of children (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any risks to the health or safety of children (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>	EY276530
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	966679
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
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