

Inspection date	24/10/2012
Previous inspection date	25/10/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 lacks knowledge of the revised Statutory Framework for the Early Years Foundation Stage and so has a poor understanding of the learning and development requirements.
- The childminder does not have a system for using observations and assessment of children to plan a challenging educational programme based on the seven areas of learning and which is matched to individual needs.
- Links between the childminder, parents and the other settings children attend have not been established and so supporting children's individual learning needs in a collaborative manner have not been considered.
- The outdoor environment has several hazards and so is not safe for children to use.
- Children are not given opportunities to practice the childminder's emergency evacuation procedure.
- The childminder was not able to demonstrate she has a valid first aid certificate.
- Children are unable to select play resources for themselves due to the organisation of the playroom.
- The childminder has not established a system for self-evaluation to drive continuous improvements by evaluating all aspects of her setting and has not considered ways of involving parents and children in this process.

It has the following strengths

- The childminder ensures that children are well nourished by providing nutritious, well-balanced home cooked meals.
- The childminder enjoys spending time playing with the children, helping them to feel settled and secure.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 gathered evidence through discussion with the childminder.
- The Inspector gathered evidence when shown around the setting by childminder.
- The Inspector gathered evidence by sampling required documentation

Inspector

Sarer Tarling

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband and four school age children in Erith, within the London Borough of Bexley. Minded children have access to the whole downstairs of the childminder's home and the enclosed outside play area. The

childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding one child in the early years age range. There were no children present at the time of inspection.

What the setting needs to do to improve further

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

- familiarise yourself with the revised Statutory Framework for the Early Years Foundation Stage (EYFS) and increase your knowledge and understanding of the learning and development requirements
- implement a system for the observation and assessment of children's learning and development. Plan interesting and challenging experiences based on children's prior skills, knowledge and understanding on entry to the setting. Complete regular and accurate assessments of children's progress, using guidance available such as: Development Matters in the Early Years Foundation Stage.
- plan activities which match children's needs and help them acquire the skills they need for their next steps.
- provide information for parents on how the EYFS is being delivered including the range and type of activities provided. Ensure parents have opportunities to contribute to the initial assessments of children's starting points on entry and that they are kept well informed about their children's progress.
- develop partnerships with the other settings children attend in order to support and share information about the children's learning and development
- ensure records are available for inspection; specifically provide evidence that a current first aid certificate is held
- review systems for assessing risks in order to identify all potential hazards to children. Remove all hazards and ensure the outdoor play space is safe for children to use
- update the safeguarding procedure to cover the use of mobile phones and cameras in the setting

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

- organise the learning environment so that it has child-accessible resources. For example, by not stacking boxes on top of each other and labelling toy storage systems with pictures and print

- further improve the safety of children by involving them in emergency evacuation procedures
- develop a thorough process of self-evaluation taking into account the views of children and their parents to fully monitor the provision and identify clear strengths and any weaknesses where action is required to improve outcomes for children
- develop the programme for Understanding the World by introducing experiences, activities and resources which help children to respect and value the similarities and differences between themselves and others

Inspection judgements

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

The childminder explains that she has not yet seen a copy of the revised Statutory Framework for the Early Years Foundation Stage. As a result she does not have an up-to-date knowledge of the learning and development requirements and demonstrates a limited knowledge about the prime and specific areas of learning. The childminder explains that she has not yet established a system for using observation and assessments of children's learning and development to monitor their progress and to plan for next steps in their learning. A consequence of this is she is not fully aware of the expected levels of development children should reach. As a result, the childminder agrees that practice is not always matched to children's individual needs. This could result in children not being prepared for school or the next steps in their learning. Through discussion the childminder demonstrates she is also unaware of the requirement to complete a two-year-old progress check and provide parents with a summative assessment of her findings.

However, the childminder is an experienced parent who describes how she helps children enjoy playing, without taking over or directing too much. She says she encourages children to learn together and from each other. The childminder describes ways in which she supports children in the acquisition of communication and language skills. For example, by chatting as children play and reading plenty of stories. To support children in their personal, social and emotional development the childminder describes how she challenges negative comments or actions while children play. How she encourages children to take care of the toys and to take turns while playing games. The childminder says she provides role play where children can act out real life experiences. However, the childminder has not increased her range of resources or provided activities which help children to learn about diversity and to value difference. This was a recommendation at her previous inspection.

The childminder describes how she teaches children the skills and rules they need to use equipment safely, e.g. cutting with scissors and not running around. She encourages children to play together by throwing and catching a ball, skipping and riding bikes outside. The childminder describes how she supports children in recognising and writing their own names. She talks to children about the strategies they are using, to work out a solution to a simple problem by using their fingers or counting aloud. The childminder

describes how she encourages bi-lingual children to use both of their languages. She arouses children's awareness of features of the environment in the area as they visit local parks. The childminder describes how children enjoy playing interactive games on the lap top and hand held games consoles, developing confidence in using information and communication technology. The childminder describes some suitable activities that are likely to help children to make some progress. However, because she does not evaluate activities and assess children's learning she cannot be sure that children are suitably challenged and make sufficient progress given their individual starting points.

A full range of appropriate policies and procedures are made available to parents. The childminder describes a partnership with parents that focuses on care practices. Systems for involving parents in contributing to initial assessments of children's starting points in their learning and development on entry have not been established. Procedures for keeping parents informed about their children's achievements and progress have also not yet been initiated.

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

The childminder describes how she organises her day so she can devote her time to playing with minded children when they come home from nursery. Play resources are stored in bags and boxes in the play room; however boxes are stacked on top of one another and not labelled so children cannot easily see what is inside or select resources for themselves.

The childminder describes close relationships with minded children and the age appropriate strategies she uses for managing their behaviour. She is a good role model who applies consistent guidance for children about what is acceptable behaviour. The childminder describes how she talks to the children about the importance and benefits of a healthy diet and an active lifestyle. The childminder describes some typical home made meals she prepares for children including a selection of Nigerian dishes. She says the children have a hearty appetite with no special dietary requirements. Meal times are a sociable occasion with lots of shared news about what has happened at school or nursery. The childminder describes good table manners as being important and says she talks to children about the importance of hand washing and encourages them to be independent in their safe-care skills.

The childminder has completed a course with her local authority on undertaking a risk assessment of her home and garden. Records show how she has identified potential hazards and details how she can remove or minimise them. However, several hazards are evident in the garden, meaning it is unsafe and therefore unsuitable for children to use. The childminder has a fire blanket in her kitchen and smoke detectors on each floor of her home however; she has not involved minded children in her emergency evacuation procedures. As a result, children are not well prepared for an emergency situation. Medication is stored out of reach and parents are reminded to keep children at home if they are unwell or infectious. A first aid kit is available and the childminder says she has maintained her first aid qualification; however, her certificate was not available on the day

of inspection.

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

The childminder has failed to ensure she is meeting all requirements of the Statutory Framework for the Early Years Foundation Stage. She has too little understanding of the learning and development requirements, resulting in no monitoring of children's progress. Through discussion the childminder demonstrates a good knowledge of safeguarding matters and fully understands her role in protecting the children in her care. She has attended additional child protection training to further assist her role. The childminder shares her safeguarding policy with parents but is unaware of new requirements to consider and highlight to parents. All adults living in the home have been suitably vetted. Visitors to the home are closely monitored and the childminder only releases children into the care of those authorised by parents.

The childminder has a well organised record keeping system and overall, maintains the required documentation and records which help ensure children's welfare needs are met. However evidence of her first aid training was not available for inspection. Following her previous inspection the childminder has implemented the required policies and procedures and makes this available to parents. For example, the procedure they should follow if they wish to make a complaint, the procedures the childminder must follow if a child is lost or uncollected and how she implements equality of opportunity. However, systems for self evaluation continue to be weak and have little impact. The childminder says she has begun to work with her local authority development worker and has attended some courses in relation to child development, risk assessment and safeguarding. This was following recommendations set at her previous inspection. However, some actions taken to tackle areas of identified weaknesses during previous inspections have been insufficient to have any positive impact on children. For example, no action has been taken in relation to developing her knowledge and understanding of the Early Years Foundation Stage in order to support children individually to make progress toward the early learning goals. Risk assessment has failed to identify and ensure all potential hazards to children are removed. There are also no effective systems in place to explore parent's views and opinions of the quality of the provision. As a result, the childminder does not have any clear improvement plan or vision for her service. Links between the childminder, parents and other settings minded children attend have yet to be established and this was a recommendation at her previous inspection. As a result partnerships do not support children's care and education or ensure their individual needs are identified and met.

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 the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Suitability and safety of premises and equipment)(Applies to both parts of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Suitability and safety of premises and equipment)

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY271018
Local authority	Bexley
Inspection number	763419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	25/10/2011
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 that are usually their 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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