

Inspection date	13/05/2014
Previous inspection date	11/07/2011

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 does not fully promote children's safety and well-being, with particular regard to risk assessments and accurately recording children's hours of attendance. These are breaches of requirements.
- The childminder does not use observations to assess children's current stage of learning. Therefore, she is not effectively planning for children's next steps in learning and, as a result, children's progress is not as good as it could be.
- The childminder does not sufficiently support children's learning of mathematical concepts, such as measurement and shapes, during play.

It has the following strengths

- The childminder is kind and caring, so children enjoy being with her and are settled in her care.
- The childminder has a friendly relationship with parents and provides them with information about their children's well-being, learning and development.
- Children behave well and show good levels of confidence and independence.

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 a tour of the areas of the premises that children use.
The inspector observed activities and interaction between the childminder and children during play in the living room. She held discussions with the childminder at appropriate times throughout the observations.
- The inspector discussed safeguarding, children's progress and individual needs. She also viewed children's records and a selection of policies and procedures, including, the childminder's safeguarding policy.
- The inspector read questionnaires completed by parents and took account of their views.

Inspector

Marcia Robinson

Full report

Information about the setting

The childminder registered in 2010. She lives with her father and adult daughter in the London Borough of Lewisham. The home is laid out over the first and second floor of a converted house and is accessed by stairs. The first floor is the main area used for childminding with bathroom facilities available on this floor. Daily sessions in the school playground and trips are made to local parks for children to have outdoor play opportunities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, of these, one is in the early years age range. The childminder operates all year round, Monday to Friday, except public and family holidays.

What the setting needs to do to improve further

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

- ensure the risk assessment process identifies and removes all potential hazards, with particular regard to the low level glass, trailing wires and the exposed radiator pipes accessible to children in the play room
- keep an accurate daily record of the children's hours of attendance
- use observations to identify the next steps in children's individual learning and to then plan challenging learning experiences for each child reflecting those observations.

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

- extend children's understanding of mathematics, for example, by supporting older children's development in understanding space, shape and measure.

Inspection judgements

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

The childminder has a satisfactory understanding of the seven areas of learning and offers activities that generally interest and engage the children. As a result, children are making sound progress in most areas of learning and development. Children's language development is promoted consistently through regular conversations. For example, children talk with the childminder about their family members during play, when they sit

with the childminder eating their meals or while drawing with pencils. Older children can hold pencils correctly. They have started writing some recognisable letters and can recognise their name in print. Children enjoy books, bring them home from school and regularly visit the library to choose books for themselves. This helps develop children's growing interest in literacy. In addition, these experiences support children in gaining the necessary skills and attitudes for the next stage of their learning.

The childminder provides suitable opportunities for children to learn about the society in which they live. For example, they explore some religious and cultural events, such as, Chinese New Year. They taste food from around the world and use a selection of resources, such as play figures and books that reflect diversity. These multicultural resources reinforce children's understanding of their own culture and help them to identify with others who are different to them. The childminder sufficiently supports children's counting skills as part of their daily routine. She asks them how many pieces of fruit they have at snack time and tactfully encourages them to count again if they make any errors. She is beginning to introduce some mathematical language, such as 'on top' to help children understand. In addition, she uses words to describe position as they build with blocks. However, the childminder does not use language to sufficiently extend older children's learning about measurements, size and height in their play. This means that some areas of learning are better promoted than others.

Parents are encouraged to share information about children's interests and needs when they first start. This helps the childminder understand children's individual needs so she can tailor activities to their needs. The childminder exchanges information on children's care routines and their activities when parents collect them at the end of the day. She also relays messages to parents about their children's day at school. This encourages parents to share what they know about their children's development at home. Parents enjoy regular opportunities to see children's learning journeys and the progress check for two-year-old children as the childminder shares these with them. The childminder has begun using photographs and some written evidence about what children are doing to monitor children's progress. However, systematic use of observations to assess children's progress and identify their next steps in learning is not fully effective. This was a recommendation raised at the last inspection to encourage the childminder to improve this aspect of her provision. The childminder is yet to make improvements to this area of her work.

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

The childminder conducts both visual and routine written risk assessments on her premises and when she takes children out, to identify some hazards to children. However, risk assessments are not used rigorously to identify all potential risks. For example, trailing electrical wires and the low level glass fronted cabinet are accessible to children in the living room. This means that potential hazards have not been addressed within their play area. This was raised at the last inspection and continues to be a breach of requirement which compromises children's well-being. In addition, the attendance record does not accurately record children's hours of attendance. Consequently, the childminder is in breach of a number of legal requirements that are also associated requirements of the

Childcare Register. Other aspects of children's health, safety and well-being are suitably promoted. The childminder supervises children appropriately and regularly practises the fire drill with them so they are developing some understanding of keeping safe.

Children enjoy easy access to fresh drinking water throughout the day to prevent them from becoming thirsty. The childminder offers children a range of fresh fruits at snack time, which helps them to develop healthy eating practices. She stores and heats food appropriately when parents provide this for their children, promoting suitable health and safety practices. The childminder encourages children to learn about the importance of personal hygiene. She helps them to wash their hands before they eat, or blow their nose and throw away the tissue afterwards, reducing the risk of cross infection. The childminder takes children on daily outings to enjoy regular fresh air and exercise as they do not have access to her garden. They enjoy walking, travelling by bus to school and using the large equipment at the park or playground. These activities promote children's awareness of healthy lifestyles.

Children's personal, social and emotional skills are suitably promoted. The childminder implements a suitable settling-in procedure which involves parents. This enables children to build positive relationships with the childminder and her family, which helps them to feel happy and settled. The childminder listens and talks to children about their family members and people that are special in their lives, which helps to develop their self-esteem. Children respond well to the childminder's calm and caring approach. They behave well and show good levels of confidence and independence. The childminder provides them with a sufficient range of toys and books that are suitable for their ages and stage of development. They are stored at low-level so that children can make choices and be independent. This approach encourages children to choose equipment and initiate their own play. The childminder suitably promotes children's independence and self-care skills. Older children are encouraged to try doing things for themselves, such as putting on their own shoes and school uniform. As a result, children are developing the necessary skills to secure their next stage of learning through school.

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

The childminder does not organise her provision well enough to ensure children's welfare and learning needs are fully met. As a result, she is in breach of the requirements of the Early Years Foundation Stage. In addition she does not meet the requirements of the associated Childcare Register. Although the home is generally safe, risk assessments are not robust enough to ensure all potential risks are identified and minimised to fully promote children's safety. In addition the childminder does not ensure that children's daily attendance is accurately recorded. These failures are breaches of requirements.

Suitable arrangements are in place to safeguard children if the childminder has a concern about their welfare. For example, the childminder knows how to proceed if she has concerns about a child in her care and has relevant contact numbers. She has attended recent child protection training to further support her knowledge, which promotes

children's welfare. The childminder has a written safeguarding policy and related procedures to help protect children while they are in her care. For example, the childminder is aware of the procedures to notify Ofsted of significant events, including any changes to adults over 16 years living or working on the premises.

The childminder has appropriate systems in place for recording accidents and any medication administered, which contributes to protecting children's well-being. She shows some commitment to evaluating the service she provides for children and their families. For example, she attended a course relating to observations and assessments, as a result of the recommendation raised at the last inspection. However, observations and assessments are still not detailed enough to enable the childminder to effectively track children's progress and identify gaps in the educational programme.

The childminder builds sound relationships with parents. She encourages the sharing of information with them, including a set of suitable policies and procedures to keep parents informed about the provision. Parental feedback is positive and reflects gratitude for the care provided by the childminder. The childminder has made links with other early years settings children also attend to provide some continuity in care and learning. This encourages regular information sharing to offer children consistency.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep 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).
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep 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).

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY405536
Local authority	Lewisham
Inspection number	953070
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	11/07/2011
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, 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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