

Inspection date	05/12/2013
Previous inspection date	20/10/2011

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		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 and her assistant are not secure in their knowledge of safeguarding and how to proceed in order to ensure the welfare of children. Additionally, a number of required documents to help safeguard children's welfare are not in place.
- The childminder does not demonstrate a secure understanding of the learning and development requirements. Children's starting points are not established and the lack of observation, assessment and monitoring of children's development, and distractions within the environment, hinders their progress.
- The childminder has not carried out risk assessments effectively and a number of hazards to children are present. Additionally, fire control equipment is not easily accessible and the childminder does not organise fire drills to promote children's safety.
- An effective medication procedure is not in place and children are not consistently encouraged to hand wash before eating to ensure their health.
- The childminder does not use reflective practice to improve her service and therefore children are not benefiting from a good quality provision.

It has the following strengths

- The childminder and her assistant hold first aid certificates in order to treat children appropriately in the event of an accident.
- Children have opportunities to visit local parks and playgrounds for fresh air and exercise.

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

- This was an unannounced inspection; however, the first attempt to carry out the inspection was aborted as the childminder was on her way out for the afternoon.
- The inspector observed the childminder and her assistant caring for children, primarily in the living room area of the childminder's home.
- The inspector had discussions with the childminder throughout the visit and spoke with the assistant and the children.
- The inspector considered the views of parents through available documentation and discussion with a parent at inspection.
- The inspector viewed samples of the available documentation, such as first aid certificates.

Inspector

Helen Steven

Full report

Information about the setting

The childminder registered in 2011. She lives with her school age child in a second floor flat in Teddington, in the London Borough of Richmond Upon Thames. Access to the home is via a lift or stairs. The open plan living room/kitchen, the bathroom and a bedroom are used for childminding. There is no access to a garden but suitable alternative arrangements are made for daily outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works alongside an assistant who is present generally on Mondays, Thursday and Fridays. The childminder is currently minding five children in the early years age group.

What the setting needs to do to improve further

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

- improve knowledge and understanding of safeguarding children issues in order to be able to inform the assistant, so that you both are able to implement an effective safeguarding children policy and procedure appropriately.
- ensure the welfare of children is supported by making sure there are systems maintained for required documentation relating to them, including their full name, date of birth and address; their dietary needs; the address of every parent and/or carer who is known to the provider and their emergency contact details.
- ensure the welfare of children is supported by making sure there is an accurate attendance register that shows the hours that children attend; obtain parental permission for outings and for children to be left in the sole charge of assistants for up to two hours.
- improve children's safety by making safe identified hazards such as the low level curtain tie backs and the trailing wire from the lamp positioned on a high table.
- implement an effective policy on administering medicines by obtaining prior written permission for each and every medicine from parents before any medication is given.
- strengthen knowledge and understanding of the current learning and development requirements in the Early Years Foundation Stage to plan effectively for children's individual learning.
- develop an effective procedure to observe and track children's progress, including the required progress check for two-year-old children, in order to provide them with sufficient challenge.
- provide evidence that valid public liability is held.
- foster a culture of continuous improvement by developing a system of self-evaluation to identify and address key weaknesses, and to include the opinions of staff, children and parents.

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

- improve fire safety by carrying out regular fire drills and ensure that fire control equipment such as the fire blanket is easily accessible and ready to use in the event of a fire

- support children's understanding of good hygiene procedures by consistently encouraging them to cleanse their hands before handling food and commentate as to why their hands need cleansing
- review the use of the television to prevent it from distracting children during play and hindering their learning

Inspection judgements

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

The childminder has not updated her knowledge of the learning and development requirements. Children have access to a range of toys and activities that are of interest to them and overall cover the areas of learning. However, she does not ensure that she plans activities that offer enough depth or breadth to ensure that she is extending their learning. The lack of observations and tracking of children's progress means the childminder is not ensuring she provides children with adequate challenge.

Young children communicate well and happily chat to the childminder and visitors. Toddlers make use of resources such as toy phones to communicate saying 'hello'. They have access to books to promote communication and literacy skills. They engage in role play based on their own experiences. For example, they lay a doll on the changing mat and use wet wipes to cleanse their baby. They cover the dolls with the wipes as if they are blankets. Children feed their dolls with a spoon while they eat their own snack.

Children explore sounds by using the available musical instruments. They show their skills in using technology by pressing buttons on the phone screen and are intrigued at the changes their actions make. They pull the string on a toy and squeal with joy as the toy vibrates. Children have opportunities to draw and explore arts and crafts materials. They demonstrate that they can recite some number names in sequence during play, but the adults do not extended the activity to establish if children can match this to counting objects correctly. The childminder helps to support children to learn their colours, numbers and letters to help prepare them for the next stage in their learning. Children like to place and remove objects in bags; they pull out a purse and check inside, telling visitors there is 'no money'. Later an adult assists them in another game of taking out and putting items back in a bag. However, they do not sustain the activity because the television remains on during the inspection, which distracts the children. As a result, this hinders children's learning.

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

The childminder's lack of required information about the individual children means she cannot assure their well-being. She has not ensured that she is aware of the given name of new children before they start. She reports that this is not important as long as she gives them love. However, by not being able to use the child's name hinders her ability to help them settle and develop a positive sense of themselves.

Although the childminder does not record details of children's dietary needs as required, she offers the children nutritious snacks and meals. For example, young children are able to feed themselves with fromage frais. Water is always available and the childminder reminds children to take a drink regularly. Children sometimes cleanse their hands before eating, although this is not consistent in order to help them develop appropriate hygiene practices.

Children are interested in engaging in play and are able to choose from resources in the bedroom that are at low level. However, the television is distracting for children during play as it impacts on their ability to concentrate. The children behave appropriately and enjoy the company of others. They warmly greet children arriving at the childminder's home from school. Young children feel confident to talk to visitors and show their toys. Adults remind children to take care when walking around the toys to help them keep themselves safe. However, they do not have the opportunity to practise how to evacuate the premises in the event of an emergency, as the childminder has not continued to carry out regular fire drills.

The children have space to move around the premises, going freely between the bedroom, corridor and living room. They have trips to local parks and playgrounds for physical play to help them develop a healthy lifestyle.

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

The childminder is not currently meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage or the Childcare Register. Although the childminder has completed safeguarding training, she lacks a secure awareness of suitable procedures to follow if she has any concerns about a child's welfare. Furthermore, she has not ensured her assistant has an adequate knowledge of safeguarding issues. Therefore the childminder is not effectively supporting children's welfare. The childminder reports that she has risk assessed her home; however, at inspection there are some hazards present which compromise children's safety. The curtain tie backs are at a low level and present a potential hazard to toddlers. In addition, there is a trailing wire from a lamp positioned on a high table, which children could pull on resulting in a heavy object falling on them. There is fire detection and fire control equipment in place; however, the childminder has not fitted the fire blanket in a suitable position to use in an emergency if she chooses. This impacts on children's safety and is further compounded as the childminder is not immediately able to locate the equipment to use. At inspection, this equipment is found located on top of a high cupboard, which the childminder can only reach by climbing on a chair. This means that in the event of a fire, the childminder may waste valuable time

locating it, which potentially compromises children's safety. In addition, by climbing on chairs to reach items in the kitchen, the childminder is not being a good role model for children to keep themselves safe. This is because if they copy her example, children may fall or access items that are of danger to them.

The childminder does not hold the required records for children in her care, with the exception of one medication permission form completed by a parent during inspection. This means that she does not have written records of children's full names and addresses, their parents' full names and emergency contact numbers, their dietary needs and their dates of birth. As a result of these weaknesses, the childminder is not supporting children's welfare sufficiently. For example, she is unable to recall the name of a new child in her care which impacts on her ability to fully support the child's personal, social and emotional development. Furthermore, the childminder has a telephone contact number for each child and this is stored on her phone. However, if her phone is lost, stolen or the battery runs out of charge, she is unable to contact them in an emergency. In addition, there is no written permission sought from parents regarding the childminder taking their children on outings. There is a system in place for recording the administration of medication. Although the childminder demonstrates that she is aware that written parental permission is required prior to administering medication, there are no required records in place for children on long term medication. This potentially compromises children's well-being. Furthermore, the childminder fails to provide records showing children's hours of attendance, although she reports she has a system in place. These failings are all breaches of safeguarding and welfare requirements and impact on the safety and well-being of all children.

The childminder works alongside a part-time assistant who holds a first aid certificate to treat children appropriately in the event of an accident. The assistant at times has sole responsibility for minded children, for example, when she takes them for a walk before they rest. However, there is no evidence to demonstrate that the childminder has obtained appropriate consent from parents to allow the assistant to have sole care for children, even for short periods of time, as required. In addition, the childminder cannot provide evidence that she holds the required public liability insurance.

The childminder has not sufficiently addressed the recommendations from the previous inspection to demonstrate continuous improvement. There are no systems for self-evaluation and the childminder does not take adequate action to identify or address weaknesses. For example, she has not updated her knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage since her registration. As a result, she lacks knowledge of issues, such as how to implement the required progress check for two-year-old children. In addition, she does not have suitable systems to identify children's starting points or observe children's learning. Consequently, planning is not effective and the childminder does not focus sufficiently on extending children's learning. Nevertheless, she has been attending a training course in the HighScope educational approach which will benefit the children when implemented.

The childminder is clear about how to conduct herself appropriately in front of minded children. She talks to parents at collection and drop off times and reports to have a friendly relationship with them. They note that it is clear that their child enjoys the

childminder's company very much. There is a noticeboard available, which holds information about registration. The childminder has links with the schools she collects children from and is aware of the activities they carry out.

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:

- improve knowledge of issues relating to child protection and procedures to safeguard children (compulsory part of the Childcare Register).
- improve safety by ensuring that identified hazards are removed, for example, curtain ties and trailing wires (compulsory part of the Childcare Register).
- keep a record of the name, home address and date of birth of each child and their parents; maintain a daily record of the names of the children looked after on the premises and their hours of attendance and obtain parental consent for medication and record when the medication is administered (compulsory part of the Childcare Register).
- inform Ofsted of any change to the telephone number of the setting (compulsory part of the Childcare Register).
- obtain insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register).
- improve knowledge of issues relating to child protection and procedures to safeguard children (voluntary part of the Childcare Register).
- improve safety by ensuring that identified hazards are removed, for example, curtain ties and trailing wires (voluntary part of the Childcare Register).
- keep a record of the name, home address and date of birth of each child and their parents; maintain a daily record of the names of the children looked after on the premises and their hours of attendance and obtain parental consent for medication and record when the medication is administered (voluntary part of the Childcare Register).
- inform Ofsted of any change to the telephone number of the setting (voluntary part of the Childcare Register).
- obtain insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (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	EY421563
Local authority	Richmond upon Thames
Inspection number	944195
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/10/2011
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, 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
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