

<b>Inspection date</b>	29/07/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 has an inadequate understanding of the safeguarding and welfare requirements. Consequently, required records are not maintained, which could compromise children's welfare.
- Children's safety and welfare is not effectively promoted because the childminder has not made the premises safe. Although a written risk assessment is in place, it is not effectively implemented to ensure the safety of the children.
- Although the childminder has written a procedure for fire evacuation, she has not made sure that it works in practice or that children know what to do in the event of an emergency.

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

- Daily verbal exchanges and a variety of communication methods ensure that parents are informed about their child's care and progress.
- Children are settled and display a sense of belonging; they have formed close attachments to the childminder.
- The childminder takes care to find out about children's individual needs and routines in order to be able to meet their individual requirements.

## 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 sampled children's observation and development records and discussed how the childminder supports learning and development.
- The inspector took account of the views of parent/carers through discussions with parents and from parental questionnaires.
- The inspector conducted a tour of the indoor and outdoor environments.
- The inspector observed children interacting with the childminder during free play and adult-directed activities, discussing how these activities support children's learning and development.
- The inspector sampled documentation such as the attendance log, accident and medication records, child records and the visitors' book.

## Inspector

Lara Hickson

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and three young children in a three-bedroom house in Thamesmead, Kent. Children use the ground floor of the setting with supervised access to the first floor bathroom. There is an enclosed courtyard area for outdoor play activities. The family has no pets. The home is within walking distance of local amenities such as a library, parks and a sports centre. The childminder attends the local toddler group and childminding groups with minded children.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll who is 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:

- maintain an accurate daily attendance record that is a true reflection of the hours that children attend
- take reasonable steps to ensure the safety of children in the case of a fire or other emergency, particularly with regards to the effectiveness of the emergency evacuation procedure
- ensure the risk assessment is effective and that identified risks are minimised, for example with regard to the accessibility of cleaning products

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

- create an environment rich in print, where children can learn about words in different situations
- improve the organisation and availability of resources to encourage children to independently choose what they wish to play with.

## Inspection judgements

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

The childminder has an adequate understanding of the learning and development requirements. For example, she is aware of the seven areas of learning and provides a range of activities to promote these, both within her home and on outings in her local community. She is fully aware that children learn through play and that children have different interests. From the initial settling-in sessions, the childminder endeavours to consider the individual needs, interests, and stage of development of each child in her care. She discusses each child's individual character, interests and stage of development with their parents during the initial meetings. The childminder uses this information and her initial observations to form a baseline assessment of each child. She subsequently uses this information to plan a challenging and enjoyable experience in all of the areas of learning and development.

Observation and assessment systems demonstrate how children are developing and how, through identified next steps, the childminder supports progress and development further. The childminder is able to identify what children can do and how she is supporting them to move onto the next stages in their development. She uses a national guidance document to gauge the stage that children are at in each area. This enables her to identify any areas where additional support is required. The childminder liaises with parents to identify areas where children require some additional support and she plans activities in response. For example, to support a child's confidence and interaction with others, the childminder plans outings to music groups and to ballet sessions. This encourages children to form new friendships and to communicate with new peers. The childminder has not yet completed the progress check for children between two and three years of age but understands the requirement to do this.

The childminder has an adequate range of toys and activities available for children to enjoy. However, currently many resources are stored out of reach of children, which limits their choices and decision-making skills. As a result, on many occasions the childminder chooses resources for children to play with rather than enabling children to make decisions and initiate activities.

Children's literacy skills are being supported by the childminder. For example, the childminder encourages children to make marks and to identify letters through puzzles and books. When a child writes their own name on their picture, the childminder praises their efforts. However, there are limited opportunities for children to see print in meaningful situations, such as on labels or name cards. A selection of books is displayed on a low-level book shelf, and children enjoy looking at books independently and having stories read to them. Children are developing early writing skills through a range of activities such as chalking on the easel, colouring and writing with pens, pencils and crayons and painting.

The childminder helps children to learn about the world around them through a variety of

outings and activities in the local community. For example, she arranges regular trips to the library, local parks and children's centres in the community, where children enjoy an additional range of play activities. The childminder incorporates different aspects of learning when out of the setting at various activities. For example, she introduces concepts of road safety and stranger danger as well as encouraging children's mathematical and communication skills. Children are encouraged to count how many trees they see on the way to the park or the childminder takes children to buy a selection of different fruits to extend their vocabulary further. The childminder is developing children's mathematical skills by encouraging them to use mathematical language during activities and daily routines. For example, children count how many chairs they will need for snack time. When making their own sandwiches, the childminder encourages children to count how many pieces they have after they cut their bread into quarters.

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

The childminder has not implemented a fully effective health and safety policy. She has not taken all reasonable steps to make her home safe or taught children how to keep themselves safe; particularly in the event of an emergency in her home. Dangerous cleaning products are at a level accessible to children in the bathroom and kitchen areas. In addition, the childminder has not ensured that children understand how to keep themselves safe in an emergency, for example by practising her fire procedure. These are both breaches of legal requirements.

The childminder does encourage children to use tools safely, such as when using a knife to butter bread or scissors to cut out pictures during art activities. When out in the local community, the childminder teaches children an awareness of road safety and stranger danger. The home is secure, and children are not able to leave the premises unsupervised. The childminder locks the front door while at home and keeps the keys in her pocket so that they are immediately accessible in an emergency. The childminder encourages children to keep safe with simple reminders as they play. For example, she reminds children to sit on their chairs properly and explains that they may fall off if they do not sit safely.

The childminder's settling-in procedures support children to form close emotional attachments with her. Children are happy and secure within the setting, generally separating from their parents well and forming close bonds with the childminder and her family. The childminder is kind and patient in her approach and this promotes children's feelings of security and a sense of belonging. The settling-in sessions are tailored to each child's individual needs and character in full consultation with their parents.

The childminder supports children to develop positive self-esteem and to build positive relationships with their peers. She encourages children to be kind to each other and share and take turns fairly. Outings to local children's centres and music groups enable children to develop social skills and interact in small and large group situations. Children listen to

the childminder well and respond to her requests to tidy away resources on the table in preparation for snack time or to tidy away activities they have finished playing with. The childminder supports children to behave well by outlining any inappropriate behaviour and reminding them of the appropriate way to behave. A written behavioural policy is in operation and this is shared with parents to ensure that there is consistency between the home and childminding settings. The childminder provides children with clear explanations why their behaviour is inappropriate and supports them to think about the effect of their behaviour on others.

The childminder encourages children to develop independent hygiene practices from an early age. For example, children are encouraged to wash their hands before meals and after using the toilet. A step-up stool is available in the bathroom for children to support their independence. A poster outside the bathroom provides children with pictorial reminders of how to wash their hands after using the toilet, and the childminder ensures children are aware of why this is important. Daily opportunities to benefit from fresh air and exercise, both in the garden and at local parks, ensure children are encouraged to develop a healthy lifestyle. They enjoy pedalling the bicycles and are developing their balancing skills with the help of the stabilisers. Children are provided with regular drinks throughout the day, and the childminder ensures that they have healthy, well balanced meals and snacks in line with individual dietary requirements. The childminder encourages children to help with the preparation of snacks and meals and this introduces them to using tools safely and provides them with an awareness of healthy options. Child registration forms contain all of the required information on medical, religious, linguistic and dietary needs.

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

The childminder does not meet all the requirements of the Early Years Foundation Stage. There are some breaches of safeguarding and welfare requirements that have an impact on children's welfare and safety. Although the childminder has written risk assessments in place, she does not use them effectively to identify and minimise hazards to children. Both of these safety issues demonstrate that in practice, the childminders safety procedures and risk assessments are not working effectively.

The childminder implements some effective systems to safeguard children in her care. For example, she holds a current paediatric first-aid certificate meaning she knows what steps to take should children have an accident.. The childminder demonstrates an appropriate understanding of her role with regards to recording and reporting any safeguarding concerns and of local safeguarding procedures. A written safeguarding children policy is in operation and includes the use of mobile phones and cameras in her setting. The childminder discusses the use of cameras and mobile phones with parents and obtains parental consent to use photos for children's developmental records and displays.

The childminder demonstrates a positive attitude for improvement. She is keen to address the weaknesses identified during the inspection through attending additional training and completing the actions made. Since registration, she has completed numerous courses to improve her knowledge of childcare further. For example, she has undertaken courses on different aspects of the curriculum such as the differences between how boys and girls play and develop. She has also completed courses on observation and assessment, safeguarding, self-evaluation and risk assessment. The childminder has completed a self-evaluation form and outlines how she is meeting children's needs, promoting their well-being and managing her provision. However, her self-evaluation is ineffective in identifying the breaches of legal requirements. She liaises with her local authority and receives advice and support on how to further enhance her setting. The childminder sends out a parental questionnaire on a regular basis to gauge parents' views on her setting. She uses their comments and feedback from children regarding activities they have enjoyed to further develop her setting and her own practices.

The childminder generally maintains documentation to a good standard, and all records are available for inspection. These include child records, accident and medication records and a complaints log. However, currently the childminder's attendance records are not an accurate reflection of the hours the children attend. For example, they are completed in advance with children's agreed hours rather their actual hours, and on the day of the inspection, children's time of arrival was not recorded. This is a breach of a legal requirement of both the Early Years Register and the Childcare Register.

The childminder has established close partnerships with parents. She has a flexible approach to how parents would like to be informed of their child's care and progress. For example, she uses methods such as a daily contact book, text messages, email and verbal feedback at the start and end of each day. The childminder reviews feedback from parents in her parental questionnaire to ensure that parents feel fully informed and involved in their children's learning. Meetings are set up with parents to discuss progress and development on a regular basis, and the childminder and parents work in partnership to support children to reach the next steps in their learning. Parents are pleased with the care their children receive. Comments include 'it is a really personal experience' and 'my child is really happy here and loves all the activities and outings'.

The childminder has established effective partnerships with other settings that children attend. She aims to help children to build on the activities they are enjoying there. The childminder receives progress reports from other settings, which she uses to plan for their next steps in conjunction with her own observations. The childminder completes a record of children's progress for when they move onto reception class and sends this onto the child's school. This helps with children's move to school.

### **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 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 and retain them for a period of two year (compulsory part of the Childcare Register)
- 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 and retain them for a period of two year (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	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 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 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

<b>Unique reference number</b>	EY412736
<b>Local authority</b>	Bexley
<b>Inspection number</b>	725224
<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>	3
<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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