

Inspection date	30/10/2013
Previous inspection date	29/11/2010

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 does not have an adequate understanding of the learning and development requirements. As a result, he does not extend children's play or provide parents with information about their activities to involve them in their child's learning.
- Children are not moving forward in their learning as the childminder does not fully understand how to assess their development. Also, he does not undertake the progress checks for children between the ages of two and three years and share his findings with parents, as required.
- The childminder does not devise educational programmes based on children's interests and abilities. In addition, he does not obtain relevant information on children's starting points from parents in order to identify children's next steps in their learning. This hinders children's progress.
- The childminder's premises and equipment are not used in a safe and suitable way for children. He does not provide fresh bed linen for children to prevent the spread of infection. In addition, the childminder does not provide fresh drinking water for children to promote their good health.
- Self-assessment system is weak and does not clearly identify the childminder's poor practice or target solutions, resulting in poor management of children's behaviour and unhygienic premises.

It has the following strengths

- Children mainly relate well to the childminder and are happy in his care because he displays a kind, caring nature.
- The childminder has a suitable knowledge of safeguarding procedures to help protect children's welfare.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a selection of policies and procedures.
- The inspector observed children during play and meal times in the main rooms used for childminding.
- The inspector spoke with a parent about their child's progress.
- The inspector spoke to the childminder at appropriate times throughout the inspection and viewed children's records and developmental plans.

Inspector

Debbie Buckingham

Full Report

Information about the setting

The childminder registered in 2009. He lives with his wife and three adult children. The family lives in a three bedroom mid terrace maisonette in a residential area of Canning Town, which is situated within the London Borough of Newham. Children have access to the living room for play and downstairs toilet and wash facilities and may use the first floor family bathroom. The children have access to a fully enclosed garden for outdoor play. The childminder offers the option of weekend and overnight care for children. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder opens each day at 7am all year round. There are currently 12 children on roll between the ages of two and eight years, of which five children are in the early years age range. The childminder takes and collects children from the local schools. The childminder works with his wife who is also a registered childminder.

What the setting needs to do to improve further

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

- keep premises and equipment clean, and be aware of and comply with requirements of health and safety legislation (including hygiene requirements), with particular regard to the eating, nappy changing and resting areas to prevent the spread of germs, including the carpets and the bathroom facilities children access
- ensure that clean separate bedding is provided for each child to prevent the spread of germs
- make sure that fresh drinking water is available to children at all times
- ensure that children's behaviour is managed with clear and consistent boundaries
- carry out the progress check for each child aged between two and three years and provide their parents with a short written summary of the child's development in the prime areas of learning
- devise appropriate educational programmes based on children's interests and abilities that take into account their starting points and where they need help
- undertake observations to assess where children are in their learning and use information gathered to plan the next steps for their learning and development
- develop teaching skills to make sure that children are appropriately supported and challenged as they engage in activities, for example, by extending children's learning through effective questioning techniques.
- undertake self-evaluative assessments, in order to identify weaknesses in practice, and foster a culture of continuous improvement.

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

- gather information from parents regarding their child's early achievements and experiences, to help assess the initial starting points in children's early learning
- share children's learning assessment folders with their families in order to fully involve them in their child's learning

- provide resources that foster children's natural curiosity of the outdoors, for example, by including sand and water play and exploration of nature.

Inspection judgements

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

Although the childminder has a basic understanding of the Statutory Framework for the Early Years Foundation Stage, his use of this information is ineffective as he is not matching activities to children's needs and abilities. This means that the play opportunities offered do not sufficiently challenge the children's thinking in order for them to make adequate progress. For example, children use building blocks to make a tower saying "it's too big" and then excitedly push the tower structure over. Although the childminder responds with "let's rebuild it together, be careful", he does not extend their thinking and understanding of shape and space, or link their interests by discussing the tower or the colours used. This was particularly relevant on the day of the inspection as the children had shown an interest in watching things fall down outside. The childminder asks the children what the structure is, or if it's a tree. When they fail to guess and offer no answer, he does not support their response by asking a question that encourages children to think and respond. This demonstrates the childminder does not understand how to use effective questioning techniques to extend children's learning. At the start of the placement, the parents complete a registration form. However, the childminder gathers limited information from the parents about what the children can already do and their level of development. This means that accurate assessments of children's starting points are not established, leading to weak planning for their future development. Observations and assessments of children's progress are also inconsistent and their next steps unidentified. There is a breach in requirements as the childminder does not undertake a progress check for children aged two, or share findings through a written summary with their parents. Therefore, the childminder has not identified children's developmental levels in the prime and specific areas of learning, resulting in weak practice that is not matched to all children's needs. The range of resources encourages children to make independent choices about the activities they want to play with. For example, children select train sets and track pieces to build a railway for the engines to move around. Children enjoy helping, choosing and assembling the puzzles. They are able to locate these easily from pull out drawers and take turns in placing pieces together. However, as the childminder does not use these opportunities to link activities to children's individual learning, they are not sufficiently supported to extend their learning across all areas or gain appropriate skills in preparation for school. Basic communication with parents means that some information is shared about the children's development. For example, parents are invited into the premises at collection time for a discussion about their children's day. However, as parents are not encouraged or supported to share information about their children's achievement at home, this information cannot be used to plan for their future learning and progress.

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

Children form appropriate bonds with the childminder and feel secure and settled with him and their friends. The childminder is able to offer continuity of care, often looking after the children from a very young age. Children are fond of each other, although behaviour strategies are inconsistently monitored and not devised in partnership with parents. As a result children's behaviour is troublesome and affects other children's learning. At the start of the placement, the childminder finds out children's likes and dislikes and their basic routines. Though incomplete information records relating to children's understanding and abilities have led to inaccurate identification of children's needs. Some care practices at the childminders' home are variable and do not adequately support children's emotional and physical well-being. For example, the table is not adequately cleaned in readiness for meal times, separate bedding is not provided for children at sleep time and nappy changing areas are not kept sufficiently clean. Therefore, children's health is put at risk and they are not learning about the importance of good hygiene practices. Nonetheless, children understand the rules of not wearing shoes indoors to keep the floors clean and to wear aprons at meal times to keep their clothes clean. Their independence is encouraged as they use eating tools confidently to feed themselves at meal times. However, healthy attitudes to foods are not encouraged because children are not consistently offered fruit and vegetables during meal times or provided with fresh drinking water throughout the day. This is a breach of requirements. Children enjoy play in the outdoor area, and have opportunities to visit a local park. However, few resources are provided to help children foster their natural curiosity of the world around them. The environment and resources are welcoming and safe. They are of reasonable quality and are used well enough to provide some challenge for children. For example, small tables and chairs in the outdoor area provide opportunities for young children to engage in role play activities, such as tea parties. Children receive some support in preparation for their move into another setting. The childminder provides a report that details the child's progress in their learning.

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

Although, the childminder has a basic understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, this is not consistently demonstrated in the day-to-day running of the setting. The childminder has attended training with regard to safeguarding the children and is aware of the procedures to follow should any concerns arise. He carries the parents' emergency contact numbers with him at all times and ensures that anyone coming into contact with the children is suitable to do so. During the inspection, it was found that the childminder is failing to comply with the requirements of the Early Years Register and the requirements for the compulsory part of the Childcare Register to ensure that the premises are clean and fit for purpose. Some areas of the provision pose a risk to children's health, because the cleanliness of some areas used by children is poor. This means that children's welfare is compromised. At the current time, the childminders' monitoring of the children's development is ineffective. Therefore, children's progress towards the early learning goals is not adequately planned for and supported. Also, the childminder's evaluation of his own overall practice is poor. He does not identify the weakness in his practice and therefore,

this information cannot be used to improve his setting and performance. The childminder has some awareness of who to approach if targeted support is needed for children in his care. He builds trusting relationships with parents and shares some information with them. However, his partnerships with other settings attended by the children are not sufficiently robust and they are, therefore, not effective in complementing children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- provide information to parents about activities that children take part in
- ensure the premises and equipment used for the purposes of childcare are safe and suitable for children
- ensure that children's behaviour is managed in a suitable manner.

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

Unique reference number	EY389800
Local authority	Newham
Inspection number	844632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	29/11/2010
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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