

Inspection date	10/12/2014
Previous inspection date	12/09/2011

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 has a limited understanding of child protection procedures and the possible signs of child abuse or neglect. This reduces her ability to safeguard children's welfare.
- The childminder is unable to provide evidence of a suitable current first-aid certificate and does not keep an accurate record of children's attendance. This compromises children's welfare and safety.
- The childminder does not make ongoing assessments of children's development in order to plan and provide activities for them that build on their knowledge and skills. She is not familiar with the requirement to complete a progress check for two-year-old children. This limits the progress that children make.
- The childminder does not find out about children's home languages to support their communication and language development.
- Resources are not well organised to promote children's independence and choice.

It has the following strengths

- The childminder has warm and caring relationships with children and they are happy and settled in her care.

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 observed children taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at documentation including policies and procedures.
- The inspector looked around the areas of the home used for childminding.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The childminder registered in 1990. She lives with her husband and three adult sons in Tooting within the London Borough of Wandsworth. The downstairs of the home is used for childminding and a garden is available for outdoor play. The childminder works both in her own home and at times also in the home of another registered childminder in the local area. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder cares for children who are learning English as an additional language.

What the setting needs to do to improve further

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

- develop a secure knowledge and understanding of child protection, including the signs of possible abuse and neglect, and the procedures to follow in order to report any concerns or allegations in a timely and appropriate way in line with the Local Safeguarding Children Board
- ensure that a current paediatric first-aid certificate is in place and available for inspection
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- develop a secure knowledge and understanding of the learning and development requirements and ensure that regular observations and assessments of children are used to plan activities for each child, based around their needs and interests, across all areas of learning
- complete the required progress check for two-year-old children and provide parents with a short written summary of their development in the prime areas of learning
- provide opportunities for children to develop and use their home language in play and learning, to support their communication and language development .

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

- organise resources so that children have more safe space to play and can more easily select a wider variety of play materials for themselves to support their self-chosen play and learning.

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

The childminder welcomes all children into her home and shows some basic understanding of how to teach so they develop and learn. However, she does not meet the learning and development requirements of the Early Years Foundation Stage. The childminder does not make assessments of children's development or identify the next steps for their learning to help her plan activities. Consequently, the teaching is weak and activities do not build on children's skills. This limits how much progress they make and how well prepared they are

for their next stage of learning and for school. The childminder does not complete the progress check for two-year-old children and provide a summary for parents as legally required. This means she may not identify areas where children need extra support at an early stage.

The childminder makes sure there is a balanced routine and children take part in some activities. She takes children on regular outings to local groups and the park. Children enjoy taking part in activities such as modelling with play dough at toddler groups to develop their creative and physical skills. The childminder reads children stories to encourage their enjoyment of books. She talks to children as they play and listens to what children want to say, which supports their language development. However, where children are learning English as an additional language she does not take sufficient steps to provide opportunities for them to develop and use their home language as required. At the inspection, children enjoyed building with bricks and playing with dressing-up hats. The childminder encouraged them to count the objects in a picture on the wall, which helps children to learn about number.

The childminder sets out some resources for children each day but most play materials are stacked in boxes out of children's reach. This means children are not able to choose what they want to play with themselves and they rely on the childminder to choose for them. This has a detrimental impact on children's independence and limits opportunities for self-directed play and learning.

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

The childminder does not protect children's well-being sufficiently to meet their needs. She does not keep an accurate record of attendance. Therefore she is unable to demonstrate who she cares for and when to support her safeguarding practices. The childminder does not have evidence available to show she has a suitable paediatric first-aid certificate. Therefore she cannot respond appropriately if children have an accident or become unwell. These are breaches of legal requirements that compromise children's welfare. The associated requirements of the Childcare Register are also not met.

However, children are comfortable and settled in the childminder's home. They develop positive bonds with the childminder and approach her readily for comfort or attention. The childminder has a warm and caring approach. She offers children gentle guidance and support that helps children learn to behave appropriately. The childminder supervises children carefully and makes sure safety precautions such as safety gates are in place. However, the room children use for play is crowded and children do not have safe and easy access to the full range of toys available. Children learn about risks and how to keep themselves safe when the childminder involves them in a fire drill or talks to them about safety when crossing roads. They learn to manage their own personal needs when they wash their hands after using the toilet. The childminder carefully stores and prepares the food that parents provide in order to protect children's health. Children play outside in the garden during the warmer months as part of a healthy lifestyle and the childminder takes

them on regular outings to the park throughout the year.

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

The childminder does not have a sufficient understanding of how to keep children safe and safeguard their welfare. She has a limited knowledge of how to identify signs of possible harm and of what to do in the event of a child protection concern or if an allegation is made against her. This compromises children's well-being. This is a breach of legal requirements of both the Early Years Foundation Stage and the Childcare Register. The childminder is unable to demonstrate that she has a current paediatric first-aid certificate in place, as required, which means children's welfare cannot be assured. Although the childminder has systems in place to keep some records, such as of accidents and medicine, records of attendance are not sufficiently accurate or up to date. This is a further breach of legal requirements that compromises children's safety, for instance in the event of an emergency.

The childminder expresses a willingness to improve her setting to meet requirements. She has met actions from previous inspections, for instance, by improving the information provided to parents about her policies and procedures. The childminder keeps parents suitably informed on a day-to-day basis and shares information with them about her policies, activities and routines. She has also generally improved how she shares some information with other early years settings that children attend to support consistency in their care. The childminder has made some use of local training courses since her last inspection. However, she has not sufficiently developed her knowledge and understanding of the learning and development requirements in order to improve her practice appropriately. She does not have adequate systems in place to monitor children's progress and ensure she can address any gaps in learning. This has an impact on the progress children make.

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:

- complete child protection training in order to identify and act on any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (compulsory part of the

Childcare Register)

- maintain 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).
- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register)
- maintain 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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	122941
Local authority	Wandsworth
Inspection number	813653
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	12/09/2011
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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