

**Inspection date**

Previous inspection date

18/03/2013

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

Not Applicable

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 3

The effectiveness of the leadership and management of the early years provision 3

**The quality and standards of the early years provision**

**This provision is satisfactory**

- The childminder provides a welcoming and child orientated home environment.
- Children benefit from sharing the childminder's affectionate and supportive interaction. This results in them feeling secure and safe in her care and helps children make sound progress.
- The childminder builds good relationships with parents resulting in information being shared well and parents being involved in their children's learning.

**It is not yet good because**

- The required records and documentation relating to the administration of medication are not maintained.
- The range of resources provided to encourage children's imagination is not extended to include a variety of real life items.
- The range of experiences to encourage young children's to explore and imitate sound is not fully developed.

## 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 spent the inspection time with the childminder, observing her and the children she was caring for in the childminder's home.
- The inspector sampled children's information and development records and the childminder's records.
- The inspector shared ongoing discussion and joint observations with the childminder throughout the visit. Safeguarding was discussed with the childminder and her policy sampled.
- Parents' views were gathered through letters left with the childminder.

## Inspector

Jane Nelson

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Ashford, Middlesex. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age range.

### What the setting needs to do to improve further

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

- ensure medicine (both prescription and non-prescription) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Ensure a written record is kept each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable

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

- provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, food, telephones or washing materials to encourage children's imaginative play and exploration
- encourage young children to explore and imitate sound; for example, by collecting resources that children can listen to and learn to distinguish between; by taking part in activities that may include listening to noises in the street; and by playing games that involve guessing which object makes a particular sound.

## Inspection judgements

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

The childminder uses her knowledge of children's interests and stage of development to provide a suitable range of play experiences and activities that children enjoy. She shares affectionate interaction and provides close reassurance and encouragement to children. This helps them develop confidence and supports children in making sound progress in their learning and development, given their starting points. Children are over time developing skills that will support them when they move to their next stage of learning,

such as nursery or school. For example, they are adapting to separating from their parents, acquiring confidence and independence, and learning to socialise with others their age in different environments.

The childminder assesses where children are in their development and how she can support them in developing appropriately. She observes and follows children's lead and choices, encouraging them to investigate the toys and play materials set out and enabling them to indicate to her or help themselves to things they want to play with. For example, she makes sure they can see their favourite books and some balls in the travel cot, as she knows this is where children sometimes like to sit and read. She sets out interactive toys, such as a toy washing machine and microwave, near the play kitchen that she knows children enjoy operating.

Children are developing their physical skills as they begin the process of walking independently. They move around with growing confidence, showing pride in their achievement as they take a few steps alone. Children explore the play kitchen, opening and closing doors and exploring the contents of cupboards. They use their small physical skills and coordination to operate dials and switches on toys, generating sounds and movements as they discover how things work. The childminder provides a verbal commentary on what they and she are doing, encouraging children's listening skills and understanding. She links their investigation to real domestic appliances, explaining that the washing machine washes clothes and goes round and round. Children explore shape and texture as they divide a toy pizza into several different pieces and separate play fruit by pulling apart the fastenings that stick the fruit together. However, the resources the childminder provides to support children's play and interest in the play kitchen is not extended to include a variety of real items; for example, magazines, real kitchen utensils, food, telephones or washing materials.

The childminder responds to children's indication that they want to look at a book, and reads this with them while they sit in the travel cot. She encourages their vocalisation, enjoyment and repetition by using different voices and encouraging them to help with turning the pages. Some resources support children's recognition of different sounds, such as interactive books. However, activities do not include opportunities when young children can listen to sounds and learn to distinguish between them, encouraging them to explore and imitate sound. For example, the childminder does not encourage listening for noises children hear regularly in the street or provide games that involve guessing which object makes a particular sound.

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

Children demonstrate they feel very safe and secure with the childminder. They share cuddles, smiles and constant interaction. Children show a developing confidence in the childminder's home as they are familiar with the layout and where their belongings are, such as their buggy and comfort toy. The childminder provides reassurance by moving with children and supervising them closely as they play. This helps children understand the need to be careful and stay safe as they move around and play.

Children behave well as they are busy and involved in their play. They are familiar with some aspects of the daily routine, such as snack time, rest times and the approaching nappy change. If children are distressed or frustrated, the childminder reassures them and defuses the situation by distracting them with toys.

Children have daily outings with the childminder when they enjoy fresh air and exercise. For example, the childminder takes children for walks in the local area, meets up with other childminders and visits local parent and toddler groups. This helps children to socialise in a larger group of children. Children are gaining an awareness of their own health and hygiene through regular routines, such as having their hands and faces cleaned after snack. They enjoy healthy snacks, such as banana, which the childminder provides. Currently parents provide most meals.

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

The childminder provides a welcoming home environment. Space is planned and used appropriately for children to eat, rest and play comfortably and safely. The childminder supervises children closely and uses risk assessments appropriately to monitor safety reassessing issues as children develop and gain physical skills. The childminder understands her responsibilities relating to safeguarding children. She is aware of the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her.

The childminder is recently registered and has started the process of self-evaluation, which is in the early stages. She identifies where some improvement is needed and has started the process of investigating training to help her develop. Most of the required documentation and records are in place and maintained appropriately. However, the childminder does not obtain parents' written consent for the administration of medication or keep a written record of when medication has been administered. This is a breach of a legal requirement and as such, could compromise children's health.

The childminder provides a range of toys and play equipment that support children's play and development appropriately. She make use of resources outside the home, such as a parent and toddler group and meeting up with childminder colleagues, to provide different play opportunities for children.

The childminder has started the process of assessing children's development and keeps some records relating to this, via a secure electronic system. She is in the process of developing the use of this to enable parents to have shared access and enable them to contribute to their child's records.

The childminder shares information well with parents, involving them in their child's care and learning. Parents praise her care of their children. They comment in particular on the great rapport the childminder has with children and that she communicates well, keeping

them updated on their children's day. Parents state they are very happy with the care and the positive happy and caring environment the childminder provides.

### 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 a record is maintained of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure a record is maintained of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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>	EY452036
<b>Local authority</b>	Surrey
<b>Inspection number</b>	883592
<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>	6
<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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