

Inspection date

Previous inspection date

03/04/2013

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 has established good relationships with children so they feel happy and settled in her care.
- Children behave well as they are allowed to follow their own interests, which helps reduce the incidents when they may feel frustrated.
- The childminder has positive partnerships with parents. Children benefit as their individual needs are well known to their main carers and can be met in a consistent manner.

It is not yet good because

- the childminder has failed to meet the legal requirement to keep a written record of administration of medication
- opportunities for children to engage in outdoor activities to support their development are not regularly planned for
- opportunities for children, particularly babies, to explore various textures and weights to develop their sensory experiences are limited.

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's play.
- The inspector discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation.
- The inspector viewed the rooms used for childminding.

Inspector

Cathy Hill

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and young son in a first floor flat in Guildford, Surrey. The childminder is currently minding one child in the early years age range on two days a week. Children have access to a lounge/dining room, bedroom and toilet facilities. A communal garden is available, along with local parks, for outdoor play.

What the setting needs to do to improve further

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

- keep a written record each time a medicine is administered to a child
- ensure that outdoor activities are planned and taken on a daily basis in order to promote children's learning in the outside environment.

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

- provide a range of everyday objects of various textures and weights, for example in treasure baskets, to excite and encourage babies' interests.

Inspection judgements

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

Children show a strong exploratory impulse as they move around the play area investigating different toys. They are content and show an interest in their surroundings as they crawl towards the balcony doors and pull themselves to standing to look out at the outside world. Children show control over their movements supporting themselves with one hand as they jiggle merrily up and down. They find their voice as they babble happily at what they are looking at. The childminder understands how babies need to explore their environment and allows them to follow their own interests, which helps to keep them engaged in their play. She finds out about children's starting abilities through discussion with parents and observations of children. The childminder has written plans to show how she will support children's communication and language, physical, and personal, social and emotional development. Children make satisfactory progress with their learning as they

play both independently and alongside others. The childminder is aware of the requirement to complete a progress check on children when they are aged two. She has obtained information about this so she can prepare to carry out the check when the time is right.

The childminder uses some opportunities as they arise to support children's development. Children crawl over to pick up a book and the childminder, noticing their interest, sits with them and reads them the story. Children sit and gaze intently at the pictures as she reads. The childminder demonstrates how to hold the book. She helps develop children's understanding of words as she explains aloud how to 'turn the page', thereby giving meaning to her actions. Children show interest in what others do. For example, they listen as the childminder playfully makes a 'ha, ha, ha' sound. They then imitate her, familiarising themselves and experimenting with the sound. The childminder uses rhyme to help develop children's communication skills in a fun way. Children watch and listen to a nursery rhyme programme with the childminder and she demonstrates how to clap, encouraging them to join in with her.

Children are at ease in the childminder's care. They show developing physical skills as they reach for a ball to explore its shape and feel. They move rapidly across the floor to push a truck along showing an understanding of how they can move toys. Children are becoming familiar with daily routines and calmly cooperate, for example with nappy changes. They are steadily developing their skills through active exploration of toys indoors, but, as yet, they have not had opportunities to learn through outdoor experiences. The childminder involves parents in their children's learning by sharing daily feedback about their child's day.

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

Children have good relationships with the childminder and are happy in her care. They look to her for reassurance when they see unfamiliar faces and settle happily for a cuddle, showing they feel safe in her arms. The childminder takes time to get to know the children and their family before children are left with her. Children, therefore, settle quickly as they are familiar with her company. Children have access to a sufficient range of resources, which promote skill development in all areas. However, resources are all made of similar materials and there are no natural or everyday objects for children to investigate and explore using their senses, for example to learn about different weights and textures. Children behave well as they are suitably occupied with play of their choice. The childminder is attentive to their individual needs and keeps children clean and comfortable. She recognises when they are tired and settles them for a sleep. She is caring and calm and supports their emotional well-being with kind words and cuddles, for example when they feed from a bottle.

The childminder sensitively supports children to develop their future skills ready for the next stage in their learning. Children show they are developing self-help skills as they feed themselves toast and as they hold their cup of water with both hands, to practise drinking

unaided. The childminder works in partnership with parents to meet children's dietary requirements. Children are developing some understanding of a healthy lifestyle as they are provided with healthy meals. They have room to move around indoors to develop their physical skills but have not been taken out for any activities in the fresh air. Children learn about safety from the childminder, who acts as a positive role model. For example, she secures children in high chairs to eat and gently reminds them not to bang toys on glass, even though it is safety glass.

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

The childminder has a suitable understanding of the requirements of the Early Years Foundation Stage. She has attended safeguarding training and understands the procedures to follow should she have any concerns. The childminder has a safeguarding policy to underpin her practice in this area, which she shares with parents. The childminder has risk assessed her home and safety checks are ongoing. She uses a safety gate to prevent children from going into the kitchen unaccompanied. The childminder has a current first aid certificate so she can treat children if they have minor accidents. She obtains written consent from parents to administer medication; however, she does not keep a record of medicine administered, which is a breach of requirements.

Positive partnerships are in place with parents. The childminder shares all her policies and procedures and works with parents to ensure children receive consistent care. Daily discussion with parents provides the childminder with ongoing feedback about her practice. The childminder also provides parents with daily feedback about their child. She understands her responsibilities in meeting the learning and development requirements and observes children to monitor how they are progressing. The childminder plans some activities to develop children's knowledge and skills and organises her home so they can learn through play indoors.

The childminder is making steady progress with her childminding practice, which is still in its early stages. She is aware of her strengths and recognises there is room for growth and improvement. The childminder has identified that she would like to display information for parents and also develop her indoor play areas for children.

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:

- keep a record of any medicine administered to any child who is cared for on the premises (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises (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

Unique reference number	EY452469
Local authority	Surrey
Inspection number	887684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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