

Inspection date	12/07/2013
Previous inspection date	13/09/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 poor understanding of the safeguarding and welfare requirements, including child protection issues, resulting in several breaches of requirements. Therefore, children's welfare may be compromised.
- Children's health is compromised because some hygiene practices are poor and the childminder does not hold a valid first-aid certificate.
- The childminder has a limited understanding of the learning and development requirements.
- Monitoring of the provision is poor and self-evaluation is not used effectively to reflect on practice.
- Children's independence is inhibited because they are not able to easily choose the toys they wish to play with and make choices in their learning.

It has the following strengths

- Children enjoy a warm relationship with the childminder. They settle quickly and appear happy in her company, showing they feel emotionally secure 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 the interaction between the childminder and the children.
- The inspector spoke to the childminder and children during appropriate times through the inspection.
- The inspector accompanied the childminder to collect children from school.
- The inspector reviewed documentation including the attendance register and children's registration details.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder started childminding in 1981 and registered with Ofsted in 2001. She lives with her husband and one adult son, in Worcester Park, Surrey. Her home is situated within walking distance of local shops, school and parks. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll; of these, five are in the early years range. The childminder also cares for children over eight years. The downstairs of the property and the upstairs bathroom are used for childminding purposes. There is an enclosed garden for outdoor play. The childminder has a number of pets, including birds and several cats.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to: organise the premises so as to meet children's needs by making resources and play materials readily available to them, so they can select what they wish to play with and become independent learners update knowledge and understanding of safeguarding and child protection requirements, ensuring policies and procedures are in line with requirements of the Statutory framework for the Early Years Foundation Stage and the Local Safeguarding Children Board obtain and maintain a current paediatric first-aid certificate maintain a daily record of the names of the children being cared for on the premises and their hours of attendance ensure that children's learning and development is supported by improving systems of self-evaluation to accurately identify strengths and areas for development in the childcare practice ensure that the risk assessment identifies all risks to children and take immediate action to minimise these, with particular regard to the fireplace, electrical items and protecting children from access to bird droppings.

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

- gain knowledge of the learning and development requirements of the Early Years Foundation Stage, in order to meet the individual needs, interests and stages of development of each child through planning a challenging and enjoyable experience in all the areas of learning through a mix of adult-led and child-initiated play.
- gain knowledge of and implement the progress check for children aged between two and three years in order to report on progress to parents, and involve parents in their children's assessment
- ensure that there are suitable hygienic changing facilities for changing any children who are in nappies and teach children when it is necessary to wash their hands, in order to prevent cross infection and keep children in good health.

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

The childminder has a poor understanding of the required educational programmes. She does not know how well children are developing or if they are making any progress. This is because she does not monitor children's learning; therefore, she is unable to identify the next stages in their learning. She does not plan individually for children or integrate the seven areas of learning into activities and daily routines through a balance of adult-led and

child-chosen activities. Therefore, opportunities are not used effectively to plan activities that will assist children to make appropriate progress. The childminder is not aware of the requirement to undertake a progress check for children at age two years and of her responsibility to share this with parents. She does not try to involve parents in this assessment.

The organisation of the environment does not challenge children or sufficiently support them in becoming active learners. Babies are able to choose a few play items; however, there are few opportunities to provide for children's different play and learning needs. For example, the childminder provides a range of small building bricks that older children use to build and construct. The babies also find these bricks 'exciting' and enjoy taking the bricks out of the container. The childminder does not seize this chance to engage babies in the play with older children; instead, she tells babies to 'leave them alone' and moves them to one side and does nothing to sustain their interest in other activities. Resources are not offered with a view to these being used in the way the children wish, or combined with other resources to promote imaginative play. There are too few challenges and opportunities for children to extend and follow through their own ideas and thinking. The toys available sustain children's interest for a reasonable period. Once they have completed these, children are unable to extend their motivation to other areas of play because there are too few choices available. They cannot choose from a wide selection for themselves. This results in them spending periods watching television and affects children's ability to develop the attitudes and skills they need for the next stage in their learning.

The childminder does not encourage parents to become involved in their child's learning and development. They have insufficient opportunities to share information relating to their children's learning and development at the beginning of the placement. As a result, the childminder does not have access to the necessary information needed to enable her to support children's learning from the start. There is no base line established from which to track children's progress. The lack of observational assessment also means that the childminder does not have the knowledge to keep parents informed about their children's progress. Therefore, she does not enable parents to provide continuity in children's learning when they are at home.

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

The childminder does not have a secure understanding of the Statutory framework for the Early Years Foundation Stage. She does not know how to securely promote the health and safety of the children. She has not assessed adequately the safety risks within her home, or minimised potential hazards to allow children to move freely and play safely. For example, children can touch the bird droppings and the exposed electrical cables and sockets in the living room. Children are not taught about the importance of good hygiene through routine procedures and so are not able to manage their personal needs appropriately in readiness for school. Children do not wash their hands after using the toilet or before eating, so are not developing their understanding of how to keep themselves healthy. The childminder does not use a changing mat when changing babies'

nappies. Babies have their nappies changed on the carpet where pets have constant access. This is unhygienic and places children at risk of infection.

Children enjoy a range of balanced and nutritious meals and have access to fresh drinking water throughout the day. Mealtimes are not valued as a learning experience. For example, the childminder does not sit with the older children to discuss their food. She does not hold conversations to develop their social skills, but attends to other tasks while they are eating. Pre-school children sit on the floor and have their meals from a tray, so again are not learning how to interact socially during meal times in readiness for school. Children behave well; they listen to and follow instructions given by the childminder. Children demonstrate a good understanding of road safety, holding on to the buggy as they walk, and stopping and listening before crossing the road.

Children appear happy and benefit from satisfactory attachments with the childminder, with whom they have good relationships. The childminder offers a spacious environment where children are able to move around. While there is a reasonable range of resources, these are not always used to good effect because children are unable to choose what they want. Some toys are stored on top of a cupboard, which they cannot reach. Others are kept in a cupboard and if babies are asleep in their buggies toys cannot be reached because the buggies are placed in front of the cupboard. This means that children have little opportunity to develop their own interests and make their own choices of play. They spend much time watching the television. This inhibits children's creativity and critical thinking, which are characteristics of effective learning.

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

The childminder has insufficient knowledge and understanding of how to meet both the safeguarding and welfare, and the learning and development requirements. This has resulted in weak practice and a failure to meet some of the requirements of the Early Years Register and the Childcare Register. She does not have up-to-date knowledge or information about the Local Safeguarding Children Board procedures to enable her to act effectively and promptly if she has concerns about a child's welfare. The childminder has failed to update her knowledge and skills in other areas, including maintaining a valid first-aid certificate as required. This inspection was triggered by concerns raised that the childminder was caring for more children than requirements allow. On the day of the inspection, the childminder met required ratios, including when collecting children from school, but she has no evidence to indicate that she has done so in the past. She does not maintain a daily record of children's hours of attendance, for example. This is a breach of legal requirements. The childminder knows the maximum number of children for whom she may care at any one time. The childminder supervises the children well as they walk home from school and children demonstrate they are used to behaving appropriately in regard to road safety.

The childminder's commitment to professional development is limited. She has not updated her knowledge for over five years. Self-evaluation is not rigorous enough;

consequently, strengths and weaknesses have not been effectively identified. She has no significant plans for future development, which means that her capacity to secure continuous improvement is weak. A recommendation made at her last inspection regarding making resources more easily accessible to children, has not been addressed again showing little inclination to drive improvement. This point is raised as an action at this inspection.

There are no systems to monitor the educational programmes because these are not understood. Children's progress is not tracked to help identify any gaps in the educational programmes or their development. Weaknesses in the quality of teaching mean children lack enthusiasm for learning. They do not gain the necessary skills and attitudes for the next stage of their learning. This is because the childminder does not always engage and motivate them. The childminder generally has positive relationships with parents, but she does not provide them with information about their children's progress, as required. The childminder works in partnership with local nurseries that children in her care also attend but while children's care needs are communicated sufficiently she exchanges insufficient information to ensure that their learning needs are met just as well.

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 understanding of how to implement a written statement of procedures to be followed for the protection of children (compulsory part of the Childcare Register)
- ensure an appropriate first-aid certificate is held (compulsory part of the Childcare Register)
- keep and retain for a period of at least two years, 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 the premises and equipment used for the purposes of the childcare are safe and suitable for the childcare (compulsory part of the Childcare Register)
- ensure understanding of how to implement a written statement of procedures to be followed for the protection of children (voluntary part of the Childcare Register)
- ensure an appropriate first-aid certificate is held (voluntary part of the Childcare Register)
- keep and retain for a period of at least two years, 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)

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for the childcare (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	121726
Local authority	Surrey
Inspection number	927359
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	13/09/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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