

<b>Inspection date</b>	05/11/2013
Previous inspection date	09/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder's use of risk assessment is not comprehensive and robust particularly in relation to how she ensures children's safety around the family pet dog.
- The childminder has not ensured she can access and maintain the required records and documentation relating to children's and parents' details, attendance and development records, in the absence of her computer. This impacts on children's safety and means that the childminder fails to meet all safeguarding requirements.
- The childminder's use of self-evaluation is poor and she fails to identify weaknesses in her practice and organisation.
- There are weaknesses in the childminder's use of observations and assessment and quality of teaching. This results in inconsistencies in children's learning experiences and engagement in their play, particularly in response to a change in routine.

### **It has the following strengths**

- The childminder shares affectionate and caring interactions with the children.
- The childminder makes appropriate use of local resources to support the home-based play and teaching she provides.

## 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. This took place in the childminder's home.
- Safeguarding procedures were discussed with the childminder and her policy sampled.
- The inspector shared ongoing discussion and a short joint observation with the childminder during the visit.
- Parents' views were gathered through cards and letters previous parents had given the childminder.

## Inspector

Jane Nelson

## **Full report**

### **Information about the setting**

The childminder registered in 2004. She lives with her husband and two school-age children in Stanwell, Middlesex. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family has a pet boxer dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children in the early years age range, who all attend on a part-time basis and five school age children; in addition she also cares for children aged over eight who attend on a part-time ad-hoc basis.

### **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:

- demonstrate records are easily accessible and available, with particular reference to records of children's personal information, records of children's attendance and records of public liability insurance.

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

- ensure there is a clear and well-understood policy and procedures for assessing any risks to children's safety, and review risk assessments regularly, with particular reference to the family dog.
- improve the use of observations and assessment and quality of teaching to consistently provide a challenging and enjoyable experience for each child
- use skills to listen perceptively to, carefully observe, and skilfully question children during play and activities in order to re-shape tasks and provide explanations to improve learning.

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

- improve the use of self-evaluation involving parents, carers and children in the process to foster a culture of continual improvement and monitor that all legal requirements are met at all times.

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

The childminder's provision of activities and play experiences, and quality of teaching is not sufficiently broad enough to challenge and engage all children. This results in children not being consistently enthusiastic and interested in their play. The childminder demonstrates an adequate understanding of how to support children's learning and development and helps them to make some progress. She shares affectionate interaction with children, providing physical reassurance. However she does not respond swiftly to changes in routine to make sure children are engaged in meaningful play and enjoy exploring and being creative in their play and learning. For example, the childminder asks children if they want to play with a doll and sets a doll and cot out on the floor. She also

sets out some small stickers, paper, and crayons on the floor. Children use their imagination as they cuddle the doll placing it in the bed; then place some of the stickers on the doll. Younger children feel the paper and empty the crayons out of the container. The childminder sits with the children on the floor as they play. She supports children's developing and emerging language by repeating words they say, and talking about some things they are doing. For example, counting the small stickers that she gives the children to play with and repeating words children say, 'one, two' and 'more'. However she does not consistently listen perceptively, carefully observe and skilfully question children to encourage, extend and reshape their exploration. This limits their opportunities to make independent choices and be investigative active learners.

The childminder describes how she assess and monitors children's progress. She refers to using a computer software package to track and monitor children's progress. She describes how she assesses children through observing what they can do when they first come into her care and how she supports individual children's progress, for example by encouraging children's independent walking, and using local resources such as the children's centre, to support children's social interaction with others. However in practice the information she obtains through observation and assessment is not used consistently to build on what children can do and to follow their interests.

The childminder has long standing relationships with the local school. She uses the daily school run, discussions with teachers, books and resources, such as school uniforms in her dressing up box, to support and prepare children appropriately for the move to school. The childminder describes how she works in partnership with the school by exchanging information and linking themes they are following in her activities such as Autumn and Diwali.

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

Children's well-being is compromised by weaknesses in risk assessment and the maintenance of documentation required for the safe and efficient management of the provision. Overall children demonstrate they feel secure with the childminder. For example, they cuddle into her and smile. Although on some occasions they are tearful and show some wariness around the childminder's pet dog. The childminder is aware of this and provides close physical reassurance and cuddles. However the childminder's organisation and implementation of her risk assessment does not ensure children are never alone with her pet dog which impacts on children's safety and well-being.

The childminder's home is generally welcoming. There is adequate space and this is organised appropriately for children to eat and play. The childminder agrees with parents that as children often fall asleep while they are out, they sleep in their own or her buggy. She positions the buggies in the kitchen where she can see and regularly check on a child. The childminder has an appropriate range of play resources, some of which are stored at children's level. However children do not investigate and use these independently. The childminder refers to using resources such as a sensory room at the children centre to provide quiet and relaxing time for children.

The childminder provides regular opportunities for outdoor play and exercise which supports children's physical development. She encourages children to eat healthily and provides healthy snacks such as fresh fruit and drinks of water. Children behave appropriately; they are developing social skills and learning to play alongside each other. Children follow simple instructions from the childminder and are familiar with routines that keep them comfortable such as recognising when they need their nappy changed.

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

The inspection was carried out following concerns raised about children's safety and supervision, and also the numbers of children the childminder cares for at any one time. It was found that the childminder understands her responsibilities to safeguard children's welfare but does not give sufficient consideration to potential risks relating to the family dog. As a result children's safety is compromised.

The childminder understands the numbers and ages of children under eight she can care for at any one time and the required ratios were met at inspection. However as the required record of days and times children attend is not available it is not possible to confirm when and how many children have been in the childminder's care at different times. The childminder's systems for maintaining records, storing information, recording observations and assessing children's progress all rely solely on a computer software program on her laptop. The childminder stated her laptop was broken and being repaired so most of the required records were not available should they be needed to keep children safe or for inspection. These include details of children's attendance, all children's details, emergency contact details and any medical needs and evidence of her public liability insurance. This failure to meet requirements compromises children's safety. These together with the weakness in risk assessment are also breaches of requirements relating to the compulsory and voluntary parts of the Childcare Register.

The childminder's use of self-evaluation and reflecting on her organisation and practice is weak and has a significant impact in tackling areas needing improvement. As a result monitoring of learning and development is poor, several requirements of the Statutory Framework for the Early Years Foundation Stage are not met and the use of risk assessment is not comprehensive. This affects children's safety, their experience with the childminder and how they progress in their learning and development. The childminder understands her responsibilities regarding child protection issues. She is aware of the procedure to follow if concerns regarding children's welfare arise or an allegation is made relating to her.

The childminder describes how she observes and assesses children's development using the software package on her computer. She described how this links the information she records to different areas of learning and helps her identify how to support children's progress. She gave the example of children's speech developing in line with their age and stage after a period when this had been less consistent. The childminder is aware of

completing the required progress check for children aged between 24 and 36 months and sharing this with parents.

The childminder has made use of resources such as training to help her in developing in the past. This is reflected in certificates for training she has attended. However she does not have systems in place to monitor and organise her practice and ensure back up plans are in place to maintain the required records and access information if needed.

The childminder feels she supports families and has good relationships with parents. It was not possible to obtain parents' views in person but comments left by previous parents, reflect they were happy with her care of their children and thank the childminder.

### 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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records and retain them for a period of two years of: name, home address and date of birth of each child looked after on the premises, name, home address and telephone number of a parent/guardian/carer of each child looked after on the premises and a daily record of the names of the children looked after on the premises and hours of attendance (compulsory part of the Childcare Register).
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises; ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep records and retain them for a period of two years of: name, home address and date of birth of each child looked after on the premises, name, home address and telephone number of a parent/guardian/carer of each child looked after on the premises and a daily record of the names of the children looked after on the premises and hours of attendance (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	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. It will be monitored and inspected within twelve months of the date of this 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		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>	EY285367
<b>Local authority</b>	Surrey
<b>Inspection number</b>	939616
<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>	5
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/12/2008
<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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