

Inspection date	05/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		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's risk assessments fail to identify all potential risks and security issues. As a result children's safety and security are compromised.
- The childminder does not effectively maintain records of children's daily attendance, as required.
- The childminder does not obtain information from parents about their children's development when they start in order to have a good knowledge of the children and build on what they already know.
- The childminder does not fully explore all opportunities to encourage children to learn about all aspects of the wider world, for example about many different types of people and communities.
- The childminder's partnerships with the schools children attend are not fully established to promote continuity in children's learning.

It has the following strengths

- Children are generally making satisfactory progress across the areas of learning as the childminder provides a suitable range of activities indoors and outside.
- Children are happy in the childminder's care and can help themselves to good quality, age-appropriate toys. This means they can make their own decisions about what they play with and follow their interests.

- Children's language skills are effectively promoted through consistent interaction throughout daily activities.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed childcare practice and opportunities provided to the minded children that were present.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children. Their home is in Epsom, located in the borough of Epsom and Ewell. All areas of the home apart from the master bedroom are areas used for childminding purposes. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range who attend on a full and part-time basis. The childminder offers care from 7am to 6pm on Monday to Friday all year round.

What the setting needs to do to improve further

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

- make sure that children's safety and security is promoted by improving the assessment of any risks to children's safety, with particular regard to the storage of dangerous substances and the security of the front door, and take appropriate action to minimise such risks
- ensure records of children's attendance includes details of their accurate times arrival and departure
- ensure parents contribute to the initial assessment of their child before or at the start of the placement in order to have full knowledge about children's achievements and build on what they already know.

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

- support children's further understanding of differences in the wider world, for example, by obtaining play resources that reflect positive images of diversity and acknowledging a wider variety of cultural festivals and telling stories about diverse experiences.
- develop firm partnership working by establishing links with other early years settings children attend.

Inspection judgements

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

The childminder has an adequate knowledge of the seven areas of learning. She provides a suitable range of activities and experiences. As a result, children are interested and keen to learn and are making satisfactory progress in most areas of learning and development. The childminder has recently started childminding and has begun to complete both written and photographic observations on the children. The childminder has begun to foster two-way communication with the parents. However, information about children's starting points are not obtained. As a result, initial activity planning does not build on what children already know and can do. The childminder does, however, quickly ascertain some information about children's abilities by completing observations on children during the settling in period. She suitably provides a balanced range of adult-led and child-initiated activities to stimulate children's interests. Within the setting children engage in free play activities mostly, however, the childminder does also organise an adult-led activity daily.

Children's communication and language skills are well fostered by the childminder. She provides constant verbal commentary during activities to extend children's language development. As a result, children are becoming confident communicators. Where children speak other languages at home the childminder gains information about this. In partnership with parents she provides resources, such as games and story compact discs in children's home languages. Children's expressive arts and design skills are suitably fostered. The childminder encourages children to be creative. This can be observed through the colourful displays and artwork displayed in the conservatory area. Children enjoy expressing themselves creatively through painting activities. They also have access to a number of small-world and role-play resources to encourage their imagination.

Children have some opportunities to develop their understanding of the world. They have access to technology equipment and interactive toys that help promote their recognition of cause and effect, numbers and letters. However, the childminder does not fully foster children's understanding of people and communities. Children lack access to resources that provide positive images of diversity. They also lack opportunities to learn and acknowledge a range of non-European cultural festivals throughout the year. The childminder provides an adequate range of activities and experiences to support children in developing the skills necessary for starting school and the next stage in their learning. She is aware of the need to implement the progress check for children when they are aged between two and three years to assess their progress.

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

Children's well-being is compromised by the weaknesses in the childminder's risk assessment and security measures. However, children's personal, social and emotional skills are suitably fostered. The childminder implements an adequate settling-in procedure which is consistent with their home routines. This enables children to quickly settle and

feel secure. They have developed good relationships with the childminder.

The childminder organises the child centred conservatory area well. Children have access to a wide range of equipment and resources that are stored in labelled storage units. This encourages them to choose equipment and initiate their own play. Equipment available is clean and suitable for their age and stage of development. Children display an appropriate sense of belonging and confidence in the childminder's home. They behave well, demonstrating that they are happy, and feel safe in the childminder's care. The childminder helps children to gain some awareness of how to keep safe, both in the home and on outings. They take part in emergency evacuation drills and are learning about road safety when on outings.

Children's physical development is suitably promoted as the childminder has an understanding of the benefits of physical play. She provides children with daily opportunities to enjoy fresh air and exercise. For example they attend a local club to participate in soft play sessions, play in the garden and visit local parks. On rainy days they have access to a pop up tent and tunnel set up in the lounge. All of which supports children's understanding of the importance of a healthy lifestyle. The childminder knows the importance of hygiene and preventing cross infection. As a result, children are beginning to learn about personal hygiene and self-care skills through well-established daily routines. For example, the childminder provides small backpacks in the bathroom for individual children. These include a flannel, toothpaste and a toothbrush. This helps and encourages the children to wash their hands before meals and brush their teeth after eating. Children are offered suitable healthy balanced home cooked meals and snacks throughout the day. These include fresh fruit and vegetables. This helps them to adopt healthy eating habits from a young age. The childminder provides children with individual cups with water throughout day, which they can access easily.

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

The childminder's knowledge and understanding of her responsibilities in meeting the safeguarding and requirements is inadequate overall, resulting in poor systems for monitoring children's safety in the home. The childminder has an appropriate understanding of child protection procedures. She has devised and implemented procedures to follow in relation to these matters. The childminder implements a registration system to record children's arrival and departure. However, it is not effective as the childminder does not appropriately record children's actual times of arrival and departure daily. She completes regular written and visual risk assessments of the home but these do not suitably identify all risks. She is not cautious about all potential risks that compromise children's safety. For example, she does not take all reasonable steps to store dangerous substances out of children's reach or ensure the front door is secure to prevent children leaving unsupervised. This compromises children safety and is a breach of safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and also related Childcare Register requirements. The childminder has recently started childminding and is yet to formally begin evaluating her practice. The

childminder verbally demonstrated an awareness of the quality of her service, including her strengths and areas that she plans to improve. She has also begun to obtain the views from parents via questionnaires. Those seen contain positive comments from parents on the quality of service and care she provides. This demonstrates the childminder has an appropriate commitment to driving improvement.

The childminder has a suitable attitude to working in partnership with parents. She provides them with a range of information relating to their child's care and learning. This includes access to their individual children's learning folders, scrap books, daily dairies and discussions. She is not however proactive in seeking information from them to support her assessment of and planning for children's individual learning. The childminder has not established effective partnerships with other early years provisions where children attend to ensure that there is continuity of learning for each child. The childminder has an adequate understanding of her responsibilities in relation to the learning and development requirements. She ensures children take part in an appropriate variety of activities, planned according to their age and needs. Children receive a suitable range of experiences to help them make steady progress in their learning and development.

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 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 all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register).
- keep 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 that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (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

Unique reference number	EY460964
Local authority	Surrey
Inspection number	916997
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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