

Inspection date	14/11/2013
Previous inspection date	04/03/2013

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 does not demonstrate how she can adequately care for four children in the early years age range. Therefore, she fails to meet the needs of some children.
- The childminder does not follow her policies in relation to reporting allegations and documenting incidents and fails to record children's hours of attendance. This compromises children's welfare and safety.
- The childminder does not enable children to follow their own interests and does not fully plan for all children during adult-led activities. This limits their learning potential.
- The childminder's self-evaluation process does not identify some key areas for development, which means she does not fully promote children's welfare and learning.

It has the following strengths

- Children access a welcoming home, which means they develop a sense of belonging.
- The childminder supports children's home languages, which enhances their self-esteem and communication skills.

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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the lounge, dining room and kitchen.
- The inspector sampled children's information records.
- The inspector held discussions at appropriate times with the childminder about children's activities and their progress.
- Safeguarding children procedures were discussed with the childminder and her policy was sampled.

Inspector

Teresa Elkington

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and three adult children in Redhill, Surrey. All of the childminder's house, except one bedroom, is used for childminding and there is a garden for outside play. The family has four cats. The childminder is currently minding four children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder speaks French and English.

What the setting needs to do to improve further

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

- comply with the ratios requirements as set out in the Statutory Framework for the Early Years Foundation Stage to ensure that the needs of all children are met (in exceptional circumstances childminders may care for more than three children in the early years age range if they can demonstrate that the individual needs of all children are being met)
- maintain a daily record of the children being cared for and their hours of attendance
- provide a stimulating range of activities across the seven areas of learning for all age groups of children to help them make good progress
- respond to children's emerging needs and interests by guiding their development through warm and positive interaction

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

- develop the systems for self-evaluation to identify the strengths of the provision and address all areas for development in order to improve the quality of provision for all children.

Inspection judgements

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

The childminder has a basic awareness of the seven areas of learning. She has some awareness of children's individual needs, interests and stages of development and gains information from parents regarding children's starting points. She then makes observations of children in her care and uses photographs to support her observations to enable her to assess what children can do. She then undertakes some planning to promote children next steps needed in learning in discussion with parents. For instance, she supports children in developing their physical skills and use of words through ongoing support.

The childminder's scrapbook of photographs demonstrates that children take part in some suitable activities and outings that support their developmental stages. The childminder has an adequate understanding of the requirement to carry out the progress check for children aged two to three years. She is further developing her awareness through recent training that she has received.

Some children show a willingness to work together as they participate in a group cooking activity. They patiently wait their turn to stir the mixture together. Children have opportunities to talk about the changes that they see, as they add the different ingredients. This supports children's skills of discovery during activities that they enjoy. However, the childminder does not actively encourage children of all ages to take part in this activity. This does not enable younger children to participate and be part of the whole group. It also means they miss out on valuable play experiences to help prepare them for their future learning. Children's use of number is encouraged during activities. For example, they are invited to count as they stir the mixture, knowing that after so many stirs, it is time to let someone else have a turn. This supports children's awareness of taking turns in a fair manner. The childminder supports children's home languages, which enhance their self-esteem and communication skills. For example, she speaks to the children throughout their play in either English or French.

Children participate in acting out role play scenarios, such as playing with the dolls. They enjoy dressing the dolls, helping them to do up poppers and buttons in support of their own self-dressing skills. They also enjoy pushing dolls around in the pushchair and setting up play equipment, for example the high chairs, to enable them to extend their own play experiences. However, the childminder does not facilitate children's self-chosen play experiences sufficiently. As a result, they receive little support to enable them follow fully their own ideas and interests. Children have access to a range of mark making materials. This enables them to draw their own pictures and explore marks in a variety of ways, for example, as they being to form letters of their own name.

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

The childminder fails to sufficiently promote the required safeguarding procedures and children's learning needs, which compromises their well-being. She does enable children to play in a welcoming home, where they develop close bonds with her, which develops their sense of belonging. The childminder requests information from parents about their children's individual needs, which helps children to feel settled and secure in her care. The

appropriate exchange of information with parents during this process ensures the childminder is aware of and respects each child's routines. The childminder discusses with parents any changes in children's routines, which may cause children to feel unsettled. This enables the childminder and parents to agree and plan the appropriate support for the children's emotional well-being. The childminder explains that she manages children's behaviour in a positive and consistent manner. She explains that she discusses strategies with parents from the onset, and as a continual process. The childminder also has a written statement for managing behaviour, which she shares with parents. This helps to support consistency in a sufficient way. Children receive gentle reminders about their behaviour including how to behave to promote their own safety. For example, the use of gentle hands when playing with younger children, and discussing the dangers of the oven, during cooking activities.

Children begin to develop a basic awareness of the need for healthy lifestyles. The childminder teaches them sufficiently well about health and cleanliness routines, for example, children learn the importance of hand washing, in preparation for handling foods. The childminder's use of pictorial displays helps children to understand the importance of healthy food options, as they talk about the pictures of the fruit that they themselves enjoy. The childminder provides foods in consultation with parents. She gathers information to enable her to plan meals, which are supportive of children's individual needs. In the event of an accidental injury, children can be appropriately cared for, as the childminder holds a valid first aid certificate.

The indoor and outdoor environment are appropriately organised to provide all children with free access to a suitable range of developmentally appropriate toys and resources. The childminder explains that she has daily discussions with the staff at other early years settings. The childminder demonstrates that she supports children who are making the move to school and nursery. For example, she answers their questions and helps them to become familiar with the new environment when she collects other children from school and nursery.

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

The childminder has failed to implement her clear safeguarding children policy and procedure sufficiently. As a result, she is in breach of a number of legal requirements, some of which also relate to the Childcare Register, which compromises children's welfare. She demonstrates a sufficient knowledge of the potential signs and symptoms that may cause concern. She has a sound understanding of the procedures that she must follow and who she would contact should she have any concerns about a child in her care. Her safeguarding policy clearly outlines the procedure that she would follow in the event of any allegations made against herself or her family. However, the childminder failed to implement this by informing Ofsted of an allegation made against her. It is a requirement to notify Ofsted, which the provider has failed to do. On this occasion, Ofsted does not intend to take further action. Most of children's records, parental consents and required documentation are in place and stored confidentially. However, a record of children's

hours of attendance is not in place, which is a further breach of requirements. This means the childminder is unable to demonstrate when children are in her care.

The childminder has a positive attitude towards continuous professional development. Since her last inspection, she has attended training to develop her understanding of the progress check for two to three year olds. She has also attended a workshop on supplementing outdoor play for young children. The childminder highlights that this has provided her with a range of ideas to help extend outdoor play for the children in her care. She has introduced musical instruments and songs to the programme of activities for children, following the recommendations made to her at her last inspection. However, her self-evaluation process has failed to identify and enable her to act on some key areas of required practice. This means she is not fully promoting children's learning and welfare.

The childminder demonstrates that she develops good relationships with parents. She provides them with relevant documentation, such as contract and information sheets. Parents complete and sign various consents, including giving the childminder permission to seek emergency treatment. The childminder keeps parents fully informed about their child's day and their achievements through verbal discussions on a daily basis. The childminder seeks feedback from parents and they rate her highly, stating that they would happily recommend her service to other parents. The childminder has suitable systems in place for sharing learning information when children attend another early years setting. This enables the childminder to provide a consistent approach to children's learning and to support any potential emerging gaps.

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:

- implement the written statement of the procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises (compulsory part of the Childcare Register)
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (compulsory part of the Childcare Register).
- implement the written statement of the procedures to be followed for the protection of children intended to safeguard the children being cared for from

abuse or neglect (voluntary part of the Childcare Register)

- keep a daily record of the names of the children looked after on the premises (voluntary part of the Childcare Register)
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children 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	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	EY276430
Local authority	Surrey
Inspection number	940677
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	04/03/2013
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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