

<b>Inspection date</b>	15/11/2013
Previous inspection date	19/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 not supervised children at all times and this clearly breaches the statutory requirements to maintain children's safety and promote their welfare by placing them at risk of harm.
- The childminder has insufficient knowledge of individual children's learning and progress, so cannot plan for their future learning progressively or provide a progress report to parents of children aged between two and three years.
- Systems to monitor the delivery of educational programmes are not thorough enough to ensure that each aspect of learning is covered.
- There is less evidence to show that the links with parents and other carers are strong enough to support children's learning and meet their individual needs.

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

- The childminder communicates effectively with children and this encourages children's sense of belonging and strengthens their emotional development owing to close relationships.
- The childminder arranges resources so children have freedom to move around and select these, showing suitable skills of independence.

## 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 talked with the childminder and discussed the childminding provided and the childminder's policies.
- The inspector observed the childminder's interaction with children and viewed all areas of the premises.
- The inspector examined a sample of recorded information on the childminder's data system, including children's records, risk assessments and some policies.

## Inspector

Christine Clint

## Full report

### Information about the setting

The childminder registered in 2010. He lives with his wife, who is also a registered childminder and their two children. The family home is in Merstham, Surrey, within walking distance of local shops, schools and a mainline station. Children play on the ground floor in the sitting/dining room and the conservatory. The first floor is used for day time sleeping and for over night care. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. He is currently caring for eight children; of these, six children are in the early years age group.

### What the setting needs to do to improve further

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

- ensure that children are supervised at all times and within sight or hearing to fully maintain their safety, including when on outings
- increase and develop an understanding of how to plan and monitor children's individual learning across all areas of development to enable children to make adequate progress
- develop the links with parents and other carers to ensure that shared information is used to support and promote children's individual learning, including establishing children's starting points effectively on starting at the provision
- provide parents with a written summary of their child's development in the prime areas, when their children are between the ages of two and three years, including when a child moves settings and this summary has not been provided.

### Inspection judgements

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

The childminder does not have a strong understanding of the required areas of learning. He is unable to fully demonstrate how the children in his care are making progress across all areas of their education.

The childminder mostly follows children's daily care routines and he interacts appropriately to encourage children's communication. He uses suitable questions to develop children's ability to think and answer. They talk about stories and children show they can remember

and explain what happened. This teaching helps develop children's communication and language in readiness for the next stage of their learning

The childminder has built a suitable awareness of older children's capabilities and he talks about using the natural environment for activity ideas. For example, the childminder explained that he planned to collect leaves with the children today and include a sticking and painting activity. This shows he is spontaneously organising activities at times that encourage children's practical and creative skills. However, the childminder has no systems in place to plan activities effectively to meet children's individual stages of development. This results in mostly incidental learning through children's own play, with less challenge or purpose for learning. The childminder is not able to show how he recognises and assesses children's ongoing development, or how he plans children's future learning. The childminder cannot fully explain whether gaps in individual children's progress are closing.

The childminder encourages older children to become independent and he knows they make some progress in their social development. This provides basic preparation for moving children on in their learning. However, the childminder is not identifying younger children's early progress sufficiently to enable him to provide written progress checks for parents when children are two-years-old, which is a breach of requirements.

The childminder provides daily diaries for parents and he sends these by email. This keeps all parents up to date with events but does not inform parents fully about children's progress in development. Consequently, there is less evidence to show that the links with parents and other carers are strong enough to support children's learning and meet their individual needs.

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

The childminder has breached the regulations because he has not supervised children suitably at all times, which has placed children's well-being at risk. This weakness affects his ability to provide adequately for children's well-being.

The childminder has formed close attachments with children. His frequent interaction during daily routines encourages children's sense of belonging. Children show through their responses that they know and understand expectations and this helps them to feel secure and in turn, promotes their emotional development. Older children have established relationships with each other and they play cooperatively, learning to take turns and share the play resources. For example, older children are eager to play football and use the outdoor play apparatus. They have clear opportunities to develop their physical strength and stamina regularly. Children talk about their daily walks with the childminder. These provide adequate opportunities for children to practise and develop an awareness of road safety. Children independently manage their own personal care. They wash their hands before eating and this increases their understanding of the importance of health and hygiene. For example, children know they use individual towels to prevent cross-contamination. Younger children are willing to rest and they settle well for daily

sleep times to help maintain their general health.

The childminder encourages children to select resources . They move freely to play and find materials for drawing and making marks on paper. Children are comfortable and settled and they have established close relationships. However, the childminder cannot fully demonstrate how he plans and assesses individual children's early progress. He has little knowledge of the most important areas of learning and this compromises children's all round development.

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

This inspection was brought forward because of concerns raised to Ofsted. These concerns related to the supervision of a child in the childminder's vehicle while collecting other child from a nursery.

We undertook an inspection. The inspection has found that the childminder has breached requirements of the Statutory Framework for the Early Years Foundation Stage by not supervising children appropriately at all times, so placing children's safety at risk.

An action is raised, therefore, in regard to supervision of children, so that they are within sight or hearing at all times, including when on outings.

The provider remains registered with Ofsted.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY408606
<b>Local authority</b>	Surrey
<b>Inspection number</b>	943302
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/05/2011
<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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