

Inspection date

19/04/2013

Previous inspection date

18/12/2009

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 little knowledge of the learning and development requirements. She does not carry out observations and assessments in order to plan for children's individual needs and help them make sufficient progress in their learning.
- The childminder does not have a valid paediatric first aid certificate, nor has a suitable understanding of her responsibilities in safeguarding children, which means that she does not know what to do should she have a concern about a child.
- Resources are not easily accessible to children, which means they are unable to choose what they would like to play with for themselves.
- The childminder does not ensure that all areas of the setting, which children come into contact with are checked, therefore children's safety is compromised.
- Children's well-being and good health is not fully supported as the childminder does not ensure that children are able to wash their hands properly before eating and after going to the toilet.

It has the following strengths

- Children have a secure bond with the childminder and demonstrate that they have a sense of belonging in the setting.

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 childminder playing with the children.
- The inspector talked to the childminder and the children.
- The inspector sampled a range a documentation, including child records and policies.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her four children aged 18, 16, 11 and five years old in Addlestone, Surrey. The whole of the ground floor and the rear garden are used for childminding. The family has two cats and a dog as pets.

There are currently five children on roll, three of whom are in the early years age range. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. Children with Special Educational Needs and/or disabilities are able to attend the setting.

What the setting needs to do to improve further

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

- improve knowledge and awareness of child protection issues, with particular regard to the signs and symptoms of abuse and the procedures to follow should there be a concern about a child.
- improve knowledge and understanding of the learning and development requirements in order to use observation and assessment to consider the individual needs, interests and stage of development of each child and use this information to plan challenging experiences in all the areas of learning
- improve the educational programme for physical development so that children learn about the importance of keeping healthy and safe through managing their own hygiene needs successfully
- reflect on practice in order to identify strengths and areas for development in order to improve the quality of the provision for all children
- ensure that partnerships with parents are fostered to support all children's individual needs and to provide support for children with special educational needs and/or disabilities

Inspection judgements

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

The childminder does not have a suitable understanding of the learning and development requirements. Children in her care learn incidentally through self-chosen play. The childminder does not carry out regular observations of the children playing, which means that she is unable to assess and plan for children's next steps in their learning, based on their individual interests, needs and stages of development. Consequently, as she is not monitoring children's development, it is not clear how much progress children have made in relation to their starting points. Furthermore, it is not clear how ready children are for the next stage in their learning or their move into school.

Children have opportunities to play in the childminder's enclosed back garden. She has a large trampoline, which has a net to ensure that children do not fall off, and other suitable toys for the children to develop their physical skills as they enjoy being in the fresh air. However, the childminder does not ensure the garden is safe for the children to play in as although she carries out risk assessments, these are not effective. For example, a lawnmower and other metal objects are stacked up near where children play, which means that the garden is not entirely safe for children. The childminder takes the children to local parks and soft play centres, which helps them to develop their physical skills.

Children show that they are happy and settled in the childminder's care, as they chat away to the childminder and each other. She helps children to develop their confidence to put forward their thoughts and ideas, by listening to them and repeating their sentences back to them correctly. This support helps children to develop their communication and language skills. The childminder uses appropriate television programmes to encourage children who learn English as an additional language. One particular programme mixes Spanish and English, which helps children to learn the English equivalents of familiar Spanish words. This supports children to develop their English speaking skills in a fun way.

The childminder has a fair range of resources. However, these are piled up high in a travel cot and a big plastic container, which means that children are unable to easily self-select resources safely, as they pull toys out from the storage. This limits children being able to make independent choices and initiate their own play and learning. As the childminder does not assess children, she is unable to provide appropriate activities and experiences based on their individual needs and interests, to enable children to progress towards the early learning goals. Therefore, activities do not provide suitable challenges to enable children to engage and learn through play. As a result children's ability to make progress is limited.

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

Children have a suitable relationship with their childminder. She takes time at the beginning of any new care arrangement to ensure that she has a suitable amount of

information to be able to support new children to settle in. Children snuggle up to the childminder as they watch television programmes or listen to stories. Overall, children play well together, but a lack of suitable challenges, and difficult access to resources, means that children are not fully engaged and therefore, they run around the room, and climb on the sofas. The childminder does explain to the children about why they should not run around or climb, but misses opportunities to re-direct their play, which means that they quickly return to running around and climbing on the sofa. This means children do not develop a positive attitude towards their learning and this does not help them gain the skills they will need in readiness for pre-school or school. The childminder encourages the children to share resources as they enjoy a drawing activity with the childminder. This helps to develop their understanding of turn taking.

Daily opportunities for children to play outside support their health and well-being. However, children do not wash their hands before eating snack, and as there is no soap available this does not minimise the risk of cross infection. Also, children are unable to learn to follow hygienic routines to independently support their health. The childminder provides fresh fruit, biscuits and cheese for the children's snacks; she also ensures that children are able to access fresh drinking water when they are thirsty. She does not provide children with lunches as the parents provide packed lunches. The childminder ensures that she is aware of any allergies or dietary restrictions children may have through the child record forms, which parents fill out prior to the start of any new care arrangement. This means that children do not have any foods, which may cause allergic reactions or are against cultural preferences.

The childminder collects children from local schools and nurseries, but finds that information sharing difficult due to the reluctance of the schools to share information. She does relay information to the parents about any accidents or incidents that happen in the other settings, but does not share any developmental information. This means that children are not supported in their move into school.

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

The childminder does not understand her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates a weak knowledge of child protection and the steps to take should she have any concerns about a child in her care. The inspection was brought forward due to previous concerns raised. Ofsted carried out an investigation and found several requirements were not being met. Actions were set and the childminder met these. However, she is now in breach of several requirements that relate to the original concerns. The childminder does not have a valid paediatric first aid certificate, which means that she is unable to administer first aid, should a child in her care have an accident. In addition, the childminder does not keep an accurate record of children's hours of attendance, despite this being raised previously. The childminder does not keep required personal details of children, including names, dates of births and contact details for parents. In addition the childminder has not ensured her premises are safe and hygienic for children. For example, wires are trailing around the

television area, and a computer tower, portable television and games console are stacked up on top of each other, which are unstable. There is no soap for the children to wash their hands and there are hazards in the garden, despite these weaknesses being raised previously. These are breaches of legal requirements and put children's well-being at risk. This also means the childminder is not meeting the requirements of the Childcare Register. Ofsted will issue the childminder a welfare requirements notice to address the issues found at inspection.

The childminder does not conduct any form of self-evaluation which means that she is not aware of the significant areas of weaknesses. Therefore, she is unable to set in place effective actions that will lead to improvements in the educational programmes and the well-being of children. She has failed to address most actions and recommendations raised at previous inspections and visits. This demonstrates a poor capacity to make improvements. The childminder provides parents with verbal feedback when they collect their children, this enables parents to find out what their children have done during the day, and any concerns that the childminder may have about their health. However, parents are unable to see the progress in their children's learning and development, as the childminder does not carry out observations or assessments. Therefore, she does not have information about children's progression and how ready they are for the next stage in their learning or the move to school. This means that parents are unable to support their children's learning and development at home. In addition the childminder does not work closely with parents and outside agencies to seek support and advice for promoting the learning and development of children with special educational needs. This means children are not being supported to reach their full potential and any gaps in achievement are not closing. The childminder has not made any links with her Local Authority Development worker, which means that she is unable to seek support or advice when required. Consequently, she has not had any training in either safeguarding procedures or the learning and development requirements. This demonstrates the childminder has a poor capacity to make ongoing improvements to her practice.

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:

- gain an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)

- keep records of the following and retain them for a period of two years: the name, home address and date of birth of each child who is looked after on the premises and 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)
- gain an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: the name, home address and date of birth of each child who is looked after on the premises and 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)

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	120371
Local authority	Surrey
Inspection number	908877
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	18/12/2009
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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