

Inspection date

26/02/2014

Previous inspection date

02/11/2009

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

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 lacks sufficient knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, she has breached a number of specific legal requirements and children's safety and welfare are compromised.
- The childminder failed to keep children safe by leaving them in the care of an adult whose suitability had not been checked. This put children at significant risk.
- The childminder failed to keep children within sight and hearing at all times. This failure means she does not ensure she keeps children safe at all times.

It has the following strengths

- Children make steady progress in their development and have a positive attitude to learning. This is because the childminder has a sufficient understanding of their individual needs and provides activities that interest them.
- The childminder creates a warm and welcoming home environment, which enables children to play harmoniously together and develop close relationships.
- The childminder has developed sound relationships with parents, which develops a consistent approach to children's learning.

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 activities with children in the childminder's home.
- The inspector spoke with the childminder about the children's activities and their progress at appropriate times throughout the inspection.
- The inspector looked at children's progress records, the planning of activities and the childminder's safeguarding procedures.
- The inspector took account of the views of parents through information provided by the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 1995. She lives in Wallington, Surrey, close to shops, parks and schools. The whole of the ground floor, apart from the living room, is used for childminding. A bedroom on the first floor is available for young children to sleep. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group on a part-time basis. She provides care from Monday to Friday, all year round, except public holidays. Her normal hours of operation are 8am to 6pm, but she considers working outside these hours to suit parents' requirements. The childminder collects children from local schools and regularly attends 'stay and play' groups.

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:

improve knowledge and understanding of safeguarding requirements in relation to leaving children with an unvetted adult

ensure people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with children being cared for

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

- ensure that all children are usually within sight and hearing and always within sight or hearing.

Inspection judgements

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

The childminder has a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, activities and experiences provided for children are varied. They cover all areas of learning and meet children's individual needs

and interests. Prior to their child attending, parents share their child's current developmental stage and favourite activities. In addition, children's care needs, such as eating and sleeping routines, are discussed. This helps the childminder to support children's needs from the outset. The childminder describes children's individual personalities and their current stage of development. She observes children and uses what she records, together with information gathered from children's parents, to assess their starting points, needs, interests and progress. As a result, children receive appropriate levels of support and challenge to enable them to make steady progress in all areas of learning and to move onto the next steps in their development.

The childminder talks to parents about their children's learning on a daily basis. She shares information about children's activities through the use of a daily diary. In addition, she shares photographs of children's achievements with their parents. Effective two-way communication provides the childminder with an awareness of any achievements the children make at home or new experiences they encounter. The childminder illustrates children's developmental records with photographs and records children's next stages of learning. She shares these records with the parents to keep them fully involved in their children's learning. The childminder demonstrates an adequate understanding of the requirements for a progress check for two-year-old children and how to complete this in partnership with parents.

The childminder takes part in young children's play and provides suitable levels of support. She engages them in many worthwhile conversations by sitting down and involving herself in their play. For example, the childminder asks young children the colours of their building bricks. They happily respond and the childminder praises their efforts as they associate colours with other items, such as yellow for banana. The childminder takes every opportunity to expand on young children's spontaneous interests. For example, as they push along emergency vehicles the childminder talks to young children about each vehicle's role within the community and what they do to help people. The childminder names items on each vehicle, repeating words sensitively in conversation to help children to pronounce words correctly and learn new vocabulary. The childminder recognises the need to listen to allow children time to express themselves and responds positively to young children's attempts to make conversation.

The childminder is sensitive and skilful in her interaction with older children, providing support and encouragement as they persist with activities when challenges occur. This helps children to be motivated and support their future learning. For example, when children have difficulty assembling a train track, the childminder offers suggestions on how to turn the track so it goes under the bridge. This helps to maintain children's interest by listening to and following instructions, developing a 'can do' attitude to learning and skills required for school. As older children play with dinosaurs, many conversations take place on past events, such as an outing to a museum. They discuss how they travelled on the train, the receipt of the ticket and the interactive activities they participated in once they arrived, thus developing children's knowledge of the wider community and how technology can be used. The childminder plans a range of craft and sensory activities using a varied range of resources so that children can explore, express and represent their ideas to fully support their developing sense of discovery. Consequently, they are acquiring the skills they need to move on in their learning and eventually to school.

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

The childminder does not promote children's well-being due to the weakness in leadership and management concerning safeguarding. The childminder provides a warm and welcoming environment where children feel emotionally secure. All children form firm attachments with the childminder and are happy and content in her care. She responds well to children's emotional needs and recognises when they need reassurance and comfort. Settling-in arrangements are tailored to meet the requirements of each child and their family. This helps to ensure a happy, smooth move between home and the childminder's care.

The childminder is a good role model. She teaches the children about acceptable behaviour and supports them in learning how to share, take turns and respect each other's feelings. She gives them lots of effective praise and encouragement which builds their self-esteem. Children learn how to keep themselves safe through the guidance that the childminder gives to them. For example, they are reminded not to run when collecting coats and shoes for garden play. As a result, children understand how to behave well and the reasons for this. Children freely select from the range of toys and resources. They are able to find what they wish to play with as favourite toys are stored in a wicker toy box. In addition, toys are displayed in the hallway and children confidently select what they want to play with, promoting their choice and independence.

Children learn about healthy lifestyles because the childminder promotes healthy eating, fresh air and physical exercise. Snacks and meals are healthy and nutritious and the childminder works closely with parents to ensure individual dietary requirements or preferences are met. She prepares well-balanced meals and encourages children to taste new foods. In addition, children plant and harvest vegetables grown in the garden. Vegetarian meals and snack are offered. The childminder includes and respects the needs or preferences of all families. The childminder is sensitive to children's medical and personal care needs to sufficiently support their well-being. The childminder plans daily physical play experiences, such as woodland walks, soft play centres and 'stay and play' groups. These activities support children's developing physical skills, where they develop the confidence to participate in new experiences and build on their sense of self-awareness and self-esteem.

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

This inspection took place following a complaint received relating to safeguarding children and promoting their welfare. The inspection found that the provider does not meet all of

the safeguarding and welfare requirements of the he Early Years Foundation Stage. This is because, due to adverse weather conditions, the childminder left the children in the care of an unchecked adult while collecting older children from school. During this absence, the childminder was unable to ensure the children's safety. Therefore, she has failed to safeguard children. This is a breach of requirement and has a significant impact on the safety and well-being of children. Ofsted will issue enforcement action which the provider must take in order to improve.

The childminder meets the learning and development requirements of the Early Years Foundation Stage. She assesses the children's learning and development to help make sure she is meeting their needs to enable them to progress towards the learning goals. The childminder has begun to look at self-evaluation systems. She has highlighted the need to seek further parents' views on the service she provides. The childminder has attended a number of childcare courses to ensure her knowledge remains current. Therefore, this demonstrates her commitment to drive improvement. The childminder has addressed the action from the last inspection by updating her risk assessments to include when it was carried out, by whom, the date of review and any action taken following a review. Clear risk assessments are now in place to ensure the children's safety around the home, garden and on outings in order to minimise risks to children.

The childminder has sound relationships with parents. The childminder talks to parents at the beginning and end of each day to exchange information about the children's welfare, such as their sleeping and eating routines. The childminder also provides the same information through the daily communication books. The childminder gains all of the relevant information about children, as parents complete all forms and permissions prior to children's attendance. This means that the childminder can provide for children's individual needs from the start. Parents receive a range of policies and procedures, which underpins the operations of the service on offer. Parents comment that 'our child's speech has developed really well' and that 'my child's overall development has progressed really well in my childminder's care'. The childminder works in partnership with other settings children attend to support their emotional well-being. For example, the childminder spends time exchanging information about children's experiences and care. This effectively supports continuity of care as they move between home, nursery, school and the childminder's care. This demonstrates a clear understanding regarding the importance and value of partnership working.

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:

- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (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 | 139804 |
| Local authority | Sutton |
| Inspection number | 955201 |
| 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 | 02/11/2009 |
| 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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