

<b>Inspection date</b>	02/04/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder implements good strategies that help settle children. Children therefore develop strong attachments with the childminder and feel safe and secure.
- The childminder uses good behaviour strategies to promote positive behaviour, which helps children develop habits and behaviour appropriate to good learners, recognising their own needs and those of others.
- The childminder uses effective strategies to promote young children's skills in communication and language. This enables children to make good progress.

#### **It is not yet good because**

- The childminder does not obtain parents' permission in writing before administering medication. Therefore she is unable to demonstrate how she promotes children's welfare in this respect.

## 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 children in all inside areas of the setting.  
The inspector sampled a range of available documentation, including medication and accident records, the children's attendance records, and the childminder's complaints and safeguarding policy and procedures.
- The inspector held ongoing discussions with the childminder throughout the inspection, including discussions about safeguarding issues.
- The inspector viewed written comments from the parents.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and her two children. They live in Chertsey, Surrey, and are close to shops, parks and transportation links. The childminder uses the whole of the ground floor for childminding. There is a rear garden available for outdoor play. She has two cats as family pets. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for five children in the early years age range at any one time and offers care to children up to 11 years of age.

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

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

- ensure written consent is obtained from parents or carers to administer all medication.

### Inspection judgements

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

The childminder provides a wide range of activities and resources that capture children's interests and hold their attention as they learn through play. For example, they enjoy trips to places of interest, such as a butterfly garden. This in turn helps them gain a good understanding of the natural world. Younger children show an interest in role-play. They enjoy using dolls and buggies and spend time taking them for walks, moving around freely as they play. This helps them to develop both their physical skills as well as their imagination. Younger children are developing skills in choosing activities. For example, they inform the childminder they wish to play with play dough and enjoy experimenting in making shapes and discussing them. This helps to develop their creative skills as well as their communication and language. In addition to this, they enjoy making marks on a large plastic mat, creating circles, drawing around their feet and hands and then counting their fingers. This helps them to develop their co-ordination skills as well as an understanding of shape, size and number.

The childminder promotes children's learning well. She works at the children's level, joining in with their play and taking care to promote their independence. For example, with young children she shows and discusses the activities available and allows them to make their own choices. She gives them time to practise their skills themselves. As a result, children are motivated to try activities independently and proudly show off their achievements. The childminder uses additional resources to support children's learning. For example, when children are drawing and discussing circles, she shows them that there

are other shapes too, and when they visit a butterfly farm, she provides books that show different types of butterflies. This enables children to make comparisons and consolidates their learning. The childminder also encourages younger children to develop their communication skills well, as she talks about what they and she are doing. This encourages them to associate actions with words. The childminder also introduces new words and repeats them. This extends the children's vocabulary and helps them to link words to their meaning. In addition to this, the childminder supports children's communication skills by adding words to the single words they say. This encourages them to begin to form simple sentences. Children who are bilingual are supported well through being able to read books in their home language. The childminder also greets them in their home language. This supports the children developing language at home. Children's large muscle skills are developing well as children engage in a variety of indoor and outside activities. They access the garden on a regular basis and use different equipment, such as a trampoline and pedal cars, where they learn to move their bodies in different safe ways. They also enjoy visits to local parks where they enjoy wide-open spaces and are able to climb trees. Such activities support children's physical skills such as running, climbing and developing co-ordination.

Through discussion and documentation, the childminder demonstrates she has a good understanding of how to support children's learning and development. This helps children to acquire the skills and capacity to develop and be ready for their next stages in learning. She identifies clear starting points by doing observations of children when they enter the setting and relating them to their developmental ages and stages. She then regularly observes children's achievements and identifies their next steps in all areas of learning. The childminder uses this information, and her observations of the children's interests, to inform her planning. She regularly matches children's achievements to ages and stages of learning. This means that the childminder is effectively able to identify gaps in areas of children's learning, and to address them accordingly. The childminder demonstrates a secure understanding of the requirement to carry out the progress check for two-year-old children and to share a summary of their progress with parents, so they are aware of their children's early learning.

The childminder's systems to share information on the children's development and to encourage parents to support and extend their children's learning at home are good. For example, she shares information on children's development and how this can be supported at home through a daily diary and through weekly conversations with parents. In addition to this, she regularly shares the children's development files with them. The childminder also encourages parents to share information about what their children are doing at home during these weekly conversations. This too helps her plan the children's next steps for learning, based on their needs and current interests.

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

The childminder promotes some aspects of children's health suitably. She records accidents and shares these with parents, and implements an exclusion period when children have infectious conditions. She discusses with parents any medication that they

ask her to administer, which means there is little danger to children's health and safety. However, the childminder is in breach of the safeguarding and welfare requirements because she does not obtain the required written permission from parents for her to administer medication. Children learn well about keeping themselves safe. For example, they wear high-visibility jackets and practise road safety when out on their trips. The childminder also talks to the older children, explaining dangers. For example, when children find what they think are mushrooms, she explains the similarities with toadstools and how some of these can be poisonous. Children are active and learn about the importance of good personal hygiene practices through following everyday routines. For example, they wash their hands before meals. They are also reminded of good hygiene procedures as they discuss the posters that are displayed in the toilet area.

The childminder implements good strategies that help children to settle and develop secure emotional bonds. For example, she welcomes parents into her setting to help settle children in and she conducts home visits. She gathers lots of information about children's likes, dislikes and routines, and uses these effectively to support children. For example, she allows children to bring in their own comfort toys, such as teddies. Young children demonstrate security, a sense of belonging and a positive relationship with childminder. They are content, settled and display confidence and good self-esteem. For example, they enjoy snuggling up with the childminder when reading books, and laugh with her at funny events during their activities.

Young children are developing the characteristics of good learners as they receive lots of praise and encouragement from the childminder, who is a positive role model. In particular, children benefit and enjoy the public praise that she gives them when they are independently kind and share their resources. This encourages them to be motivated and promotes positive relationships, which helps children learn about behaviour expectations in preparation for their eventual move to school or other settings. Through discussion, the childminder demonstrates she has good procedures in place to manage young children's inappropriate behaviour. For example, she describes how when older children have trouble coping with younger children, she has used additional resources, such as books, to support their understanding. In addition to this, she describes how she works with parents, making suggestions to improve the children's skills. The learning environment is welcoming and child friendly. Children are able to appropriately access resources and equipment, which the childminder organises safely to support the children's growing independence and decision-making skills.

The childminder works effectively with parents to ensure children receive healthy and nutritious food. She provides all the children with home cooked meals and snacks. She uses parents' suggestions and alternate ingredients to ensure that the health needs of children with special dietary requirements are fully met. Young children are developing a good understanding about healthy eating, through making their own choices from the healthy selection of foods that the childminder provides. The childminder also supports their understanding of healthy eating during role-play activities. For example, by discussing how vegetables help them to grow strong, as children pretend to make meals.

Through discussion, the childminder demonstrates a sound understanding of how to support children in making the transition to school, so that they feel confident and positive

about changes. For example, in addition to taking children with her to the local school to collect other children, she encourages the children to be independent in dressing themselves and in using the toilet. These strategies allow children to become familiar with the school environment and routines, which supports their physical and emotional well-being and helps to allay any fears about starting school.

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

The childminder has a good understanding of her responsibilities overall in meeting the learning and development requirements. This means children's learning is fully supported. The childminder has a sound understanding overall of her responsibilities in meeting the safeguarding and welfare requirements in almost all areas. For example, she is fully aware of the possible signs that may indicate concerns about a child's welfare and of the reporting procedures to follow to protect the children in her care. She also has a current paediatric first aid certificate, which enables her to treat minor accidents appropriately. However, although she obtains verbal consent, the childminder does not obtain parents' written permission to administer medication. This is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and of both the compulsory and voluntary parts of the Childcare Register. Consequently, an Action has been set which requires the provider to take prompt action to: ensure written consent is obtained from parents or carers to administer all medication.

The childminder reviews her practice through completing an Ofsted self-evaluation form. She identifies priorities and sets some targets to improve children's outcomes. For example, she has created a reference book consisting of photographs of all her activities so children are fully aware of what activities and resources are available. This helps to improve children's ability to make choices and to take decisions. In addition, as the childminder recognised a need to improve opportunities for children to share their views, she has created a memory book of photographs of previous activities. This allows her to plan and expand upon activities that children enjoy, to further support their learning. The childminder also values parents' views and opinions. For example, after gathering parents' ideas through a parent questionnaire, she has introduced food tasting sessions. This means that the children's understanding of the world and of healthy eating is further supported.

The childminder provides good information for parents about the setting, including her policies and procedures, through a welcome pack and notice boards. This communication helps make everyone aware of her responsibilities. Parents say the childminder meets all their children's needs, by catering for food allergies, for example, and that their children have 'superb' experiences with her because she provides for their particular interests, such as a love of outdoor play, so well.

The childminder understands the need to work with other professionals involved with the children. For example, she describes how, when caring for children with special educational needs and/or disabilities, she would take advice from other professionals

involved in the child's care, and implement their recommendations, so that all children in her setting achieve as much as they can in relation to their starting points and capabilities.

### **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:**

- make sure a record is kept of the consent to administer medication from parent/guardian/carer (compulsory Childcare Register).
- make sure a record is kept of the consent to administer medication from parent/guardian/carer (voluntary Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY463436
<b>Local authority</b>	Surrey
<b>Inspection number</b>	936919
<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>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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