

Inspection date

Previous inspection date

24/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

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 has a good knowledge of how children learn and uses her observations of children effectively to support their progress
- The childminder helps children to form emotional attachments, which means they are very happy in her care.
- Children happily play and explore in the childminder's child-friendly garden where they discover the wonders of nature, picking daisies and dandelions and finding where snails live.

It is not yet good because

- The childminder does not have up to date information on the procedures to follow if she has a concern about a child in her care to effectively safeguard children.
- The childminder's risk assessments do not include checking the effectiveness of smoke detectors in the home to keep children safe.

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 spoke to the children and observed play activities in the garden and children's lunch time inside.
- The inspector looked at various documents, including sample of policies and procedures, children's records, planning and assessments.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the childminder's qualifications and suitability documentation.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and their two children, one of school age and one preschool child. They live in a house located in a residential area in Belmont in Surrey. There are parking facilities outside the house and public transport nearby. Children have access to all the rooms on the ground floor and to one of the bedrooms upstairs. Toileting facilities are also on the first floor. Children have an enclosed rear garden for outside play. The family have a pet hamster.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are three children on roll in the early years age group. The childminder holds a relevant childcare qualification. She takes children on outings to local parks and children's groups.

What the setting needs to do to improve further

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

- improve knowledge of the Local Safeguarding Children Board procedures to ensure the correct action is taken to protect children
- ensure smoke detectors are correctly installed and are in working order to raise the alarm in the event of a fire

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

- strengthen the partnerships with parents by sharing knowledge of children's progress and use this to plan together, ideas of how to move the children forward.

Inspection judgements

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

Children are making good progress in their learning and development. They enjoy playing with a wide range of resources and participating in many adult-led activities that link to their interests. The childminder completes a written assessment when the children start, which shows what children can do in each of the prime areas of learning. She carries out regular written observations and links them into the areas of learning. This helps her to plan appropriate learning experiences to enhance children's progress towards the early learning goals.

Children learn through a range of activities that the childminder provides. They become excited as they dress themselves to play in the garden then they confidently display their ability to coordinate their arms and legs while bouncing on the trampoline. The childminder suggests different ways of jumping which the children try with enthusiasm and continue until they have got it right. Children learn because the childminder also encourages children to count during these exercises and other play activities so children feel confident in their use of numbers, applying them to the correct context. Children's creativity and ideas come through in the many opportunities they have to paint and draw. The childminder encourages children to select and mix paints to discover the changes that occur. Children learn the prime colours and then name the wider range of colours that their mixing produces. With the help from the childminder, children notice the natural colours of plants and mini-bugs in the garden which raises their observance of their environment. Children's communication and language skills develop as the childminder encourages them to describe what they see, talk about how they feel and read stories about topics that interest them.

In most instances, the childminder works in partnership with parents and shares information with them about their children's learning and the activities they enjoy. She is aware of the requirement to complete the progress check at age two and is planning to complete this for the current children in her care. The childminder knows children's abilities when they start, from information from parents. Learning records are available for parents to view and the childminder shares information about activities with them. The childminder uses current guidance documents to assess children's progress in learning and she uses her observations to inform planning. However, the childminder does not encourage all parents to share information about their child's ongoing learning at home to enhance the shared approach, so that children make the best possible progress.

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

Children benefit from secure attachments with the childminder which provide a foundation for their emotional well-being. The childminder works with parents to find out about children's routines and preferences so she is able to support their individual needs. The childminder shows genuine care and warmth towards the children which makes them feel secure and happy. They enjoy the childminder's participation in their play, helping to develop children's confidence and overall enjoyment because the childminder makes suggestions to enhance children's play.

Children behave well as the childminder is consistent in her approach to behaviour management. She gets down to children's level, makes eye contact and talks to them when behaviour is unwanted. This helps children to understand the boundaries. Children learn about how to manage their own safety. For example, the children know they have to wait and take turns when jumping on the trampoline to ensure they do not collide with each other. Each child counts to ten and then lets the next child on the apparatus. The children also take part in monthly fire evacuation practise to raise their awareness of how to keep safe. However, the childminder's two smoke detectors are not correctly installed, which means they will not be effective in raising the alarm and puts children's safety at

risk.

Children enjoy regular exercise that supports their health. They run and explore the natural environment of the garden and use the variety of garden toys and apparatus to extend their active play. They have fun doing exercises, jumping, touching their toes and marching around the garden using energy until they are ready for drinks and a meal. Lunch time is a social occasion when children sit at the table to eat and drink food that the childminder prepares. They talk about foods they like and what is good for them and how exercise helps them to keep healthy.

Children's self-care skills are developing as they become self-sufficient in using the bathroom, letting the childminder know when they need to go. Children show pride in their attempt to dress themselves afterwards with gentle encouragement from the childminder. The children's developing confidence in these areas provide them with the essential skills they will need when they move on to nursery or school. The childminder is aware of the need to prepare children for their move to nursery or school. She has therefore ensured that she makes links with local nurseries and schools to support children's transitional stages.

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

The childminder has an adequate understanding of the processes to keep children safe. She ensures she maintains accurate records with regard to children's attendance, accidents and administering medication. She has a current first aid certificate and first aid resources to enable her to attend to children in the event of an accident. The childminder has completed suitability checks on adults in her household. She also has policies and procedures that she shares with parents. However, the childminder has not updated her policy for safeguarding children. Although she is planning to attend safeguarding training, she has not yet completed this. As a result, her current understanding of the latest procedures are incorrect and she would not make any referral to the correct authority to protect children's welfare.

The childminder has completed a written self-evaluation to aid her in setting targets to continue to improve children's learning. However, through her commitment to improve her teaching the childminder has not balanced this with the need to comply with all of the welfare requirements. Arrangements, therefore for observation and assessment of children's learning is secure while the welfare requirements need improving.

The childminder appreciates the importance of working in partnership with parents and external agencies together with other settings, to ensure children's needs are met. Parents have copies of the daily diary and the childminder is always available to discuss children's progress of any concerns. The childminder supports children who speak English as an additional language and takes active steps to find out about their home language and culture. She ensures children are fully included and valued for their individuality.

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:

- keep and implement a written statement of 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)
- ensure that all necessary measures are taken to minimise any identified risks with particular regard to the correct installation of smoke detectors (compulsory part of the Childcare Register)
- keep and implement a written statement of 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)
- ensure that all necessary measures are taken to minimise any identified risks with particular regard to the correct installation of smoke detectors (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	EY463072
Local authority	Sutton
Inspection number	940221
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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