

<b>Inspection date</b>	31/03/2014
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

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

- The childminder and her assistants regularly share their observations and assessments with parents to involve them in children's learning.
- The childminder and her assistants work well as a team to support children and manage their personal needs.
- Children are provided with a good range of indoor and outdoor activities and resources that capture their interest.

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

- The childminder has not obtained written permission from parents in advance of administering prescribed medication to children. This is a breach of the requirements.
- The childminder does not always organise her environment effectively to meet the needs of all children during times when there are greater numbers of children present.
- The childminder does not use self-evaluation effectively to ensure all statutory framework requirements are met or to reflect on how she can adapt her provision to improve outcomes for children.
- The resources that reflect diversity are not always accessible to children to strengthen their developing awareness of differences between themselves and others.

## 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 indoor and outdoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and discussed self-evaluation.
- The inspector took account of parents' comments made during the inspection and within documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Stanwell, in Middlesex. The whole of the childminder's home is used for childminding and there is a secure garden available for outdoor play. There are 10 children on roll, all of whom are in the early years age range. The childminder operates from Monday to Friday for most of the year. The childminder is registered to provide overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with two assistants, one of whom is her husband. The childminder and one of her assistants hold National Vocational level 3 qualifications. The family has pet rabbits and an aquarium. The childminder supports children learning English as an additional language.

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

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

- ensure prescribed medication is only administered to children where written permission for that particular medicine has been obtained from the child's parent
- ensure all areas of the premises are used effectively to meet children's individual needs during times there are larger numbers of children present
- ensure self-evaluation is used effectively to identify that all statutory framework requirements are met and to reflect on the quality and organisation of the provision to drive improvement

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

- make resources that reflect diversity more accessible to children to strengthen their developing awareness of differences between themselves and others.

### Inspection judgements

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

The childminder and her assistants provide children with a good range of activities that generally capture their enthusiasm for learning. For example, they take them on visits to farms where they watch goats being milked, feed sheep and stroke rabbits and guinea pigs. They take them to the beach and zoo during the summer and on regular walks to

the local park. The childminder uses the choices that children make during their play to extend their learning by introducing additional resources and joining in their play. The childminder makes regular use of her garden for outdoor play. However, she does not always use the space in her home in a flexible way to meet children's individual needs. Consequently, at times, children are unmotivated in their play because they do not have enough room to freely explore in the playroom. Children are generally progressing well in their learning and development. The childminder and her assistants know children well and work well as a team to observe, assess and promote their development. They talk to parents on a daily basis to involve them in children's learning and development. Parents are well supported in implementing agreed aims for children's development. Consequently children are provided with a consistent approach, for example, to help them learn to behave well and cooperate in the provision and at home.

The childminder extends children's vocabulary and teaches them to use new words. She responds to what children say during their play and ask questions that inspire them to engage in conversation. For example, as together they talk about a friend's birthday. The childminder use pictures and some simple signing to help children who are learning English as an additional language to understand. She responds to children's interest in books and encourages them to copy the sounds of animals in the pictures. Children are beginning to develop concentration as they listen and respond to questions about the stories and copy words that develop their vocabulary. Consequently, they are beginning to develop the skills they need for future and starting school. Children show good independence and enthusiasm as they play with the resources in the childminder's garden. They develop control of their movements as they bounce on an enclosed trampoline, use a small slide and climb in and out of wheeled toys. The childminder often takes children to the local park where they have more space to run freely, kick a ball and extend their ability to negotiate space as they use a fire engine with steps and slides. She makes equipment available indoors and outdoors, which babies use to pull themselves to standing.

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

The childminder does not always make the best use of the space available in her home, to provide good quality learning experiences for all children and keep them motivated and engaged. Since the last inspection she has built an extension which is used as a playroom. The childminder uses the sitting room for children's sleep times and for some activities. However, at times the amount of children and adults in the playroom means it is overcrowded. Children have access to a good range of indoor and outdoor age appropriate play equipment. There is a larger wooden climbing apparatus available for children to use which provides challenge. The childminder responds to children's interests to provide related resources. For example, she has fitted a bell to the garden playhouse door and provides children with bags containing unusual resources, which promote their exploration.

The childminder develops children's independence during their play by encouraging them to try things for themselves and provides support when needed. For example, when they

play with modelling dough she shows them how to use tools and then lets them try for themselves. The childminder is very observant of children's interaction with others and encourages older children to include babies in their play. She keeps babies close to her so they feel reassured and explains about the importance of sharing the play equipment and letting others join in. Children are happy and settled and form close relationships with the childminder, her assistants and other children. They are well-behaved and learn to cooperate with the clear boundaries the childminder sets. The childminder and her assistants work well as a team to support children and manage their personal needs. Consequently, children develop their independence skills. For example, as they learn to feed themselves at mealtimes and use the toilet. The childminder provides children with a healthy and well-balanced diet.

She talks to parents about children's medication requirements and usually records most required details before administering prescribed medication to children. However, on more than one occasion, written parental consent to administer prescribed medication has not been recorded, which is a breach of the regulations. The childminder helps children begin to learn about their own and others safety. For example, she reminds them not to climb and stand on chairs in the playroom. There are some resources that reflect diversity although the childminder does not always make them accessible for children to use in their play. Consequently, children's growing awareness of differences in society is not fully promoted. The childminder usually meets children's individual emotional needs which enables them to move smoothly between the provision and their home.

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

The childminder understands the requirements as set out in the requirements of the Statutory Framework for the Early Years Foundation Stage. However, she does not evaluate or review all areas of her in practice sufficiently, which means that some requirements are not met. The breaches of these requirements do not have a significant impact on the safety and well-being of children or their learning and development. However, the childminder knows what she has to do to put them right. The childminder and one of her assistants hold current first aid certificates. They work as a team to ensure children are well supervised at all times and are always within sight and/or hearing of children. The childminder ensures that children are not left in the sole charge of her assistants unless written permission is sought from parents. She ensures her two assistants have been checked by Ofsted regarding their suitability to care for children. The childminder has a good knowledge of safeguarding procedures and knows what action to take if she is concerned about a child. She has recently attended additional safeguarding training which has strengthened her knowledge of signs and symptoms of abuse and referral procedures. The childminder keeps comprehensive details of any complaints and the action she takes to resolve it. Recommendations made at the last inspection have been met. The childminder now uses written risk assessments for her premises and outings to reduce hazards and maintain children's safety. She uses high visibility vests on outings, wrist straps, harnesses and reins depending on her knowledge of children's individual needs. In addition, the childminder has recently started to complete an

accredited childminding qualification through the local authority. She researches information on line and acts on the local authority's advice to introduce systems that help her and her assistants track children's progress and development more closely. Consequently, they can clearly identify if children are reaching expected levels of development and use this knowledge to plan their next steps for learning. The childminder and her assistants regularly discuss how they can adapt activities so that children are provided with sufficient depth, breadth and challenge.

The childminder uses a membership only website for parents to comment on the quality of the provision and takes account of their comments, all of which are positive. The childminder reviews some aspects of the provision through discussion with her assistants and has made changes that have improved outcomes for children. For example, she has obtained books and picture cards to help children learning English as an additional language communicate. In addition, she has changed the outdoor play area from the front of the house to the back garden. Consequently, children have a more secure and larger area in which to play where resources are more easily accessible. Partnership is positive. The childminder and assistants communicate with parents in a polite and positive way to discuss and meet children's individual needs.

### 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 a record is kept of parental consent to administer any medication to a child (compulsory part of the Childcare Register)
- ensure a record is kept of parental consent to administer any medication to a child (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

<b>Unique reference number</b>	EY415725
<b>Local authority</b>	Surrey
<b>Inspection number</b>	949491
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2011
<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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