

Inspection date

Previous inspection date

16/07/2014

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

3

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 shares affectionate, caring interactions with children. She provides a welcoming environment, which helps children feel secure and enjoy their time with her.
- The childminder plans a range of activities that children enjoy, and that support their learning and development appropriately.
- The childminder has a sound knowledge of the safeguarding and welfare requirements, and risk assesses her property to ensure she keeps children safe.

It is not yet good because

- The childminder does not manage children's behaviour consistently, therefore, children do not always know what is expected of them.
- The childminder has not fully developed systems for monitoring her service, in order to identify strengths and priorities for improvement.
- The childminder takes appropriate steps to keep children safe, although she does not involve children in some routine safety procedures. Therefore, she does not take every opportunity to enhance their awareness of keeping themselves 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 with the childminder at appropriate times throughout the inspection.
- The inspector examined a range of policies, documents and other paperwork.
- The inspector observed children at play with the childminder.
- The childminder shared the views of parents with the inspector.

Inspector

Alison Southard

Full report

Information about the setting

The childminder registered in 2014. She lives with her partner and young child, in Knaphill, Surrey. The ground floor of the home is used for childminding activities, with an upstairs bedroom for sleep only. There is a garden for outdoor play. The family keeps fish. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She has one child on roll in the early years age range.

What the setting needs to do to improve further

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

- implement the behaviour management policy by consistently following procedures and involving parents, in order for children to understand what is expected of them

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

- enhance children's awareness of safety further by involving them in procedures that help them to learn about personal safety
- develop further the systems for self-evaluation and improvement to reflect on all aspects of the service in order to bring about improvement for children.

Inspection judgements

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

The childminder provides a welcoming home environment. She shares affectionate and caring interactions with children, and provides a range of activities children enjoy. However, weaknesses in the way she manages children's behaviour, result in disruption during some activities. This reduces opportunities for children to engage and learn as they take part. The childminder identifies children's individual stages of development and plans activities she hopes they enjoy, and that will help them progress in their learning. The childminder shares information about children's care and learning with parents, on a daily basis, by way of verbal discussions and diaries. She welcomes their involvement in children's learning and this helps children to experience continuity. The childminder obtains information about children's favourite activities and needs at the start of the placement. She subsequently uses this information to aid the settling-in process. The childminder is aware of the requirement to carry out a progress check on children when

they reach two years of age. She is considering how best to do this and share the information with parents.

The childminder has suitable teaching skills. She provides an appropriately organised environment so that children can readily help themselves to toys and resources. These opportunities help to develop their independence. The childminder plays alongside the children and asks appropriate questions to help them learn. For example, she introduced numbers as she counted the spoons of jelly as children filled the pots. This approach develops children's use of language for communication through her ongoing discussions and interactions. The childminder models language to help develop children's communication and language skills, ready for the next stage in their learning.

The childminder suitably considers children's interests. For example, she provided water play, because she knows children enjoy this, and extended the activity by adding balls and other resources for children to explore. Children break into song at regular intervals and look at books for enjoyment, which encourages their early literacy skills. Children have regular opportunities for physical activity, and they enjoy dancing and using technological toys during role play. These include toys that encourage children to discover how things work. For example, children pushed buttons to make interactive toys light up and they explored mobile phones. Children are given opportunities to care for plants and develop an understanding of the world around them. The childminder provides a variety of play based activities each day which appropriately cover the seven areas of learning.

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

Children form close bonds with the childminder, and are very comfortable and at home in her care. This emotional security means they settle well. This is owing to the range of information shared by parents regarding children's routines and home lives. These communications enable the childminder to value and include the children and meet their needs. In addition, the childminder displays photographs of the children, which helps them to form a sense of belonging in the childminder's home.

The childminder provides safe surroundings in which children have the freedom to move, while being kept safe. She teaches children about keeping safe in different situations. For example, she explains why she needs to put sun cream on them during hot weather and reminds them to hold her hand when she takes them on outings. However, she does not practise fire drills with the children, so does not fully promote their awareness of keeping safe in an emergency. The childminder is positive and offers lots of praise to develop children's self-esteem, and this helps them to feel good about what they do. Children are beginning to understand the childminder's house rules, such as tidying up and sitting down for meals. She sometimes reminds children about sharing and being kind to one another. However, the childminder's approach in managing children's behaviour is not consistent. Therefore they do not always understand what is expected of them, which reduces opportunities for them to develop positive behaviours as they play and learn.

The childminder teaches children the basics of how to lead a healthy lifestyle. They enjoy

regular walks in the fresh air, plus visits to the park for more physical play. These outings promote children's continuing fitness and well-being. Children are provided with a good range of meals and snacks, which are healthy, balanced and nutritious, such as fresh fruit and vegetables. Fresh drinking water is readily available, which ensures that children are not thirsty. Children learn suitable hygiene routines because the childminder acts as a role model, and ensures that her home and resources are clean. For example, children have their hands wiped before snack, which helps to prevent the spread of infection and to maintain their good health. The childminder helps children to learn self-care skills, such as dressing themselves. This all helps children prepare for the next stages in their learning.

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

Since registration, the childminder has worked hard to develop her childminding practice. She has a sound awareness of the educational programmes and experiences required to help children progress towards the early learning goals. The childminder is enthusiastic and eager to develop her practice further. She reflects on the quality of her provision to decide where she needs to improve, and has recently sought parental feedback to help her do this. However, she has not identified clear priorities and plans for improvement in order to drive improvement well and promote effective outcomes for children.

The childminder has a sound knowledge of the safeguarding and welfare requirements. Clear procedures are in place for identifying children at risk and liaising with the appropriate agencies. This ensures that children are well protected and given high priority at all times. The childminder completes regular safety checks and has a range of written risk assessments in place to ensure she has identified and minimised all risks, which helps to protect children's safety. The childminder supervises the children well and completes detailed risk assessments of her home. As a consequence, she takes positive steps to ensure that hazards to children are kept to a minimum. The childminder has developed a suitable range of written policies and procedures, covering different aspects of her care, such as safeguarding children, and she shares these with parents.

Relationships with parents are adequate. Feedback provided by parents shows they are happy with the childminder's care of their children and their children enjoy their time with the childminder. The childminder welcomes parents' input in the daily diary to provide continuity of care. However, the childminder does not involve parents in the management of children's behaviour in order to provide a consistent approach. She does not implement her behaviour management policy consistently, which is a breach of requirements and also relates to both parts of the Childcare Register. As a result, children are not always clear about what is expected of them. The childminder understands the importance of involving outside agencies and other professionals to help children progress and move onto the next stages in their learning.

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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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 | EY470060 |
| Local authority | Surrey |
| Inspection number | 952977 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 1 |
| 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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