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| Inspection date | 22/07/2014 |
| Previous inspection date | 12/07/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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

- Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security.
- Children participate in daily outdoor energetic play and learn about the benefits of physical exercise in order to stay healthy.
- Children develop confidence, independence and social skills outside of the childminder's home through taking part in outings into the community.

It is not yet good because

- The childminder does not have an up-to-date paediatric first aid certificate.
- Ongoing assessments of children's achievements, interests and next steps in learning do not always effectively link to planned activities that support their continual progress towards the early learning goals.
- The environment is not consistently rich in print, signs, labels and symbols to help young children develop skills and interest in the meaning of words and numbers.

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 indoors and outside.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.
- The inspector received written testimonials from parents for the inspection.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 1999, she lives with her husband, their adult son and three school age children. The family home is in a residential area of Beacon Hill, close to Hindhead in Surrey. All amenities are within walking distance. Children are cared for on the ground floor of the home and use the bathroom only on the first floor. There is a garden for outdoor play. The childminder has a range of pets. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from the end of the early years to 11 years. There is currently one early years age child on roll.

What the setting needs to do to improve further

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

- complete a local authority approved paediatric first aid course
- ensure precise assessments of what children can do are used to plan suitability challenging activities that focus on children's next steps and support their continual progress towards the early learning goals.

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

- develop the learning environment by making it rich in print, signs, labels and symbols to help young children gain skills and interest in the meaning of words and numbers.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children have access to an adequate range of toys, which covers all of the seven areas of learning. During the initial settling-in period, in-depth discussions are held with parents about what their children can do and this gives a baseline on which the childminder can build. She makes some observations of children as they play, but does not do this regularly enough to be able to effectively assess children's learning. This means that she does not accurately identify children's current skills and next steps in their learning to ensure that activities are interesting and challenging. For example, children show an interest in numbers and the

childminder supports them to count in some instances, however, she does not plan challenging activities that build on this and extend the learning further. As a result, children are making appropriate progress in their learning. The childminder promotes parents' involvement in their children's learning through verbally sharing what their child has enjoyed during the day. This helps to ensure that learning is consistent in both the home and the childminder's setting.

Children are developing their confidence in communication skills as the childminder sits on the floor with them and engages in their play. They look to her for reassurance during activities and she gives plenty of positive interaction to ensure they remain interested and have fun. They develop their memory skills as they try to find the matching pictures as they play with the animal dominos game. The childminder asks some open-ended questions to encourage children's language and thinking skills. There are adequate opportunities to develop their free expression through colouring, role play and when using construction toys. This helps to develop their early writing skills and hand to eye coordination. The childminder enjoys talking with the children and they are gaining new vocabulary, which will help prepare them for future learning. She further develops children's readiness for school, by encouraging children to sit for longer periods of time to listen to stories.

Children are developing their understanding of number as the childminder encourages them to use their finger to point to the objects they are counting. For example, they are able to count to ten as they place the dominos back into the box. They show much interest as they play with a variety of jigsaws, which helps them to learn how things fit together and about spatial awareness. The childminder helps them to think about matching shapes and colours together in order to complete the jigsaw puzzles. Some activities develop children's understanding of the world. They experience baking activities, which helps them to learn how ingredients change when they mix them together. Children listen to the sounds they hear in the garden to extend their understanding of the natural environment. Children learn about the similarities and differences of others through visits within the local community. This encourages children to have a positive awareness of diversity. However, the learning environment both inside and outside is not rich in print to enable children to make connections to letters and numbers in context.

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

There is a relaxed and happy atmosphere within the setting because the childminder is approachable and friendly. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. Young children are confident in their communications with the childminder, for example, they smile and talk to her all the time. The childminder encourages children and their parents to visit the setting and have a look around ahead of the planned start date. Parents leave their child initially for short periods of time, gradually increasing the length of time the child stays on their own. The childminder is a good role model who puts children's needs first. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, children do not run around indoors and they use good manners

with little or no prompting.

Snacks provided for the children are nutritious. Parents are encouraged to provide nutritious meals so that they meet each child's individual dietary needs. Consequently, children have healthy foods that contain all the energy, minerals, vitamins and fibre they need to grow. The childminder sits with the children at mealtimes and discusses their likes and dislikes, which helps them learn about healthy food and drink. The childminder offers support if necessary and praises children's efforts. Children follow consistent personal hygiene routines as they learn to keep themselves healthy. For example, the childminder ensures children wash their hands at appropriate times throughout the daily routine.

The play area has a suitable range of accessible toys and resources to meet the needs of the children. Children participate in daily outdoor energetic play and learn about the benefits of physical exercise, when they use the trampoline and climbing apparatus in the garden. This also gives them opportunities to learn to take safe risks and experience physical challenge. These outings, along with trips to the local parent and toddler group and the shops, help children to develop confidence, independence and social skills outside of the childminder's home. This helps to emotionally prepare them for the next stage in their life, such as attending school.

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

The childminder has a suitable knowledge of safeguarding practices overall. She is fully aware of what to do if she is concerned about a child's well-being and is familiar with the local child protection safeguarding procedures. The childminder adequately supports children's safety through the written risk assessments she has implemented. These cover all areas of her home used for childminding and any off-site visits, such as to the park or local toddler group. The childminder also considers hazards in the garden and gives high supervision to children at all times. For example, there is water butt currently in the garden, which is not covered. The childminder states she intends to remove it in the next couple of days. In the meantime, she will continue to give high supervision to ensure children's safety. This was observed at inspection, where children were supervised in the garden at all times. The childminder has a range of policies and procedures, which she shares with parents on entry to the setting. This means parents are aware of her practices when caring for their children.

The childminder has a positive approach and commitment to improving the service she provides and has considered some areas for improvement. Although weaknesses in planning, observation and assessment do not successfully allow her to effectively monitor and progress children's learning and development. In addition to this, she has allowed her first aid qualification to lapse, which compromises children's health and safety. However, the childminder has completed the tutored part of the training course already, which gives her some up-to-date understanding of appropriate first aid action to take. She has not completed the on-line training and assessment in order to gain her first aid qualification. This is also a breach in the requirements for the Childcare Register.

Partnerships with parents are well established and the childminder verbally informs them daily about the activities their children have been involved in. Parents report that their children thoroughly enjoy their time with the childminder; they are 'extremely well settled' due to the childminder's 'patience, affection and good humour'. The childminder understands why it is important to work with other agencies to support children if required.

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:

- complete a local authority approved paediatric first aid course (compulsory part of the Childcare Register)
- complete a local authority approved paediatric first aid course (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

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|------------------------------------|-------------|
| Unique reference number | 120420 |
| Local authority | Surrey |
| Inspection number | 813600 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 12/07/2011 |
| 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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