

## Inspection date

Previous inspection date

13/08/2014

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 shows care and affection towards the children. She provides a welcoming environment which enables children to feel safe and secure.
- The childminder works well with parents and shares information about their children effectively.
- The childminder has a secure understanding of safeguarding procedures which means children are kept safe from harm.

### It is not yet good because

- The childminder does not have systems in place to record the names and hours of attendance for children that attend. This is a breach of requirements.
- The quality of teaching is not consistently good because the childminder does not take all opportunities to develop children's communication and language development.
- Resources and activities that encourage children's hand control skills through exploration and those that promote equal opportunities, are limited.

## 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 the children interacting with the childminder and the activities that were offered.
- The policies and procedures for the setting were viewed and discussed with the childminder.
- The inspector discussed child protection, behaviour management, and accident procedures with the childminder.
- The inspector viewed written feedback from parents to gain their views.

## Inspector

Hannah Barter

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and two young children in Redhill, Surrey. All of the downstairs area of the home are used for childminding purposes with children having access to an open plan lounge, dining room, kitchen and conservatory/play room. The first floor bedroom is used for sleeping purposes. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll.

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

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

- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- raise the level of teaching to a consistently good quality by taking more opportunities to develop children's communication and language skills during their play.

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

- increase opportunities for children to access age appropriate resources and activities to develop their hand control and allow them to actively play and explore
- improve the resources on offer for children to develop their knowledge and understanding of equal opportunities and the world they live in.

## Inspection judgements

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

The childminder has a sound knowledge of the Early Years Foundation Stage. She provides a suitable range of age appropriate activities and experiences for children. Children are making satisfactory progress in all areas of learning and development and the childminder is competent in monitoring their progress and planning next steps and links these to children's interests. For example, children enjoy learning to roll on the mats, therefore to further promote children's physical development she has incorporated visiting

soft play sessions on a weekly basis. The childminder completes monthly written observations on the children's learning and shares these with parents. She is also fully aware of the requirement to complete a progress check for two-year-old children and how to do this. The childminder is attentive, follows the children's lead and provides them with activities and resources that they show interest in. For example, a child shows interest in using a walker. The childminder puts the child in the walker who then confidently explores their environment. However, the quality of teaching is varied and there are times where verbal commentary during activities to assist in developing children's communication and language is not used.

Teaching and learning are generally satisfactory. The childminder regularly sat on the floor with the children and gave support if needed. For example, children showed an interest in posting shapes in a shape sorter. The childminder used encouraging language such as 'Can you push this one in?' and tells the children what shapes they are holding. 'This is a heart shape, that is a circle, you have two circles.' This develops children's knowledge of shape and early mathematical language. The childminder further develops the introduction of mathematical language by building towers out of wooden blocks and counting them slowly before the children show delight in knocking them down. Children are encouraged to look at books with the childminder. She supports their developing knowledge by explaining the pictures of animals in the book and the noises they make. For example, 'dogs go woof woof and lions go roar!' Children's understanding of technology is developed as they press buttons on programmable toys that then play music, which they then dance to. All of these activities provide support for children's readiness for their next stage in learning.

The childminder has developed sound partnerships with parents. Parents provide information about children's individual needs and routines before they start attending. Children also attend three separate settling-in sessions enabling the childminder to identify their needs from the onset. Each child has their own folder which contains photographs and written observations of the activities they have taken part in and their development in all areas of learning. The childminder emails parents on a daily basis with updates of what their children have done. She also emails photographs to parents that do not regularly drop off or collect their children. The childminder verbally shares information on a daily basis when parents collect their children and includes information on daily activities. This provides sufficient information to enable parents to extend and build on what their children know and can do at home.

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

The childminder provides a safe environment where children are happy and explore their surroundings with confidence. They show good levels of independence when exploring the resources that have been selected for them. However, there are few opportunities for younger children to experience sensory activities through messy play to develop hand control and allow them to actively explore. Children have a secure attachment with the childminder and confidently seek her out for support and comfort if needed. Children happily involve her in their play which shows that they are emotionally secure.

The childminder meets children's individual routines. She recognises when younger children need to sleep and settles them into their cots. Parents comment that they are very happy with how their children have settled and are pleased that they are treated as 'one of the family.' At present there are no children on roll who attend another setting. However the childminder is aware of sharing information with other carers to ensure consistency of care and progress in children's development.

The childminder suitably supports children to be healthy. They are offered a variety of fruits for snacks and their independence is encouraged as younger children learn to feed themselves. The childminder visits local parks, toddler groups and soft play centres which promotes children's physical development, encourages a healthy lifestyle and allows them to explore their local environment and interact with other people. However, the childminder has no resources at her home to develop children's knowledge of equal opportunities, diversity or the world they live in. 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. For example, when children successfully post shapes through holes, they show excitement in being able to do this. The childminder responds appropriately, 'Yay, well done you did it!' This praise gives children confidence to learn new skills.

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

The childminder has a satisfactory knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a safeguarding policy in place which underpins her knowledge and as a result, children are kept safe. Before children start at the setting, policies and procedures are shared with parents to ensure they are aware of the practice she offers. The childminder has attended the required safeguarding and first aid training which means she has the skills and knowledge to administer first aid treatment if required. There are risk assessments in place for her home and a policy in place which states that visual checks are carried out each day before children arrive. This helps to minimise risks to children. However, the childminder does not have systems in place to record on a daily basis children's names and hours of attendance at the setting. This is a breach of requirements and also means the requirements of the Childcare Register are not met.

The childminder has an appropriate understanding of her responsibilities in meeting the learning and development requirements. As a result, children are making reasonable progress in their learning. The childminder plans for children's learning through their interests and stage of development. Although there are no written plans in place, she is confident in discussing children's interests, progress and next steps. However, the programme for communication and language requires improvement to fully support children's emerging speaking and listening skills.

The childminder has completed a self-evaluation form and has highlighted areas for improvement. For example, she is planning on starting a level 3 childcare qualification to

develop her knowledge on child development. This shows the childminder's commitment to improving her practice and the opportunities currently on offer to children.

The childminder has an effective partnership with parents and understands the importance of sharing information with them. She communicates well and keeps parents informed of their children's development. This ensures parents feel involved in their children's 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:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY471879
<b>Local authority</b>	Surrey
<b>Inspection number</b>	957132
<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>	3
<b>Number of children on roll</b>	1
<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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