

<b>Inspection date</b>	24/09/2014
Previous inspection date	01/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 play in a safe and secure environment because the childminder routinely checks for potential hazards and implements safety precautions.
- The childminder's home is welcoming and toys are easily accessible to encourage children to make independent choices about their play.
- The childminder demonstrates a kind and caring attitude towards the children, and children enjoy the positive interactions that they share.

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

- The childminder does not maintain an accurate record of children's attendance.
- The childminder does not fully involve parents in formulating children's next steps to support their child's continued learning and development.
- The childminder does not fully utilise the outdoor play area to support children's developing skills of exploration and curiosity about the natural world.

## 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 viewed the childminder's policies, procedures and children's individual records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views obtained through parents' letters.

## Inspector

Teresa Elkington

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her three children in Redhill, Surrey, close to schools, parks and shops. The family has a dog and two rabbits. The ground floor of the childminder's home is used for childminding, where children have access to a lounge and a dining/kitchen area. Bathroom facilities are located on the first floor. There is a fully enclosed garden for outdoor play. The childminder is currently minding three children in the early years age range on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- ensure that children's hours of attendance are recorded accurately.

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

- strengthen the systems for planning, to enable a shared approach with parents when agreeing children's next steps for learning

### Inspection judgements

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

The childminder has a sufficient understanding of the learning and development requirements to enable her to meet the children's needs. Children access a stimulating play environment which enables them to develop their skills of independence in support of their future learning. The childminder links information gathered from parents prior to children's attendance. This enables her to plan a programme of purposeful play and learning activities, based on children's interests and individual needs. The childminder has a secure awareness of children's current levels of development through her ongoing observations and assessments. This enables her to plan activities to support children's ongoing development. She considers the voice of the children as she evaluates their enjoyment and understanding of activities that they have undertaken. This enables her to plan future activities in support of children's interests and ongoing development. However, parents input is not fully utilised by the childminder to enable a shared approach to children's learning and by agreeing their child's next steps. The childminder has systems in place to evaluate children's progress between the ages of two and three years of age, when this is appropriate. This helps parents be aware of their children's strengths and any areas where they are making less progress.

Children enjoy a suitable range of play-based experiences in support of their development and learning. The childminder supports children's early communication skills through her ability to model correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. For example as they imitate the noise of the farm animals depicted in the animal puzzle pieces and begin to name them. The childminder constantly talks with children during their play activities, enhancing their developing language skills. During the inspection, children enjoyed piecing together puzzles to develop skills solving problems and persevering. They looked intently at each piece to enable them to find clues to help them form a complete picture. The childminder constantly talks with children during their play activities, as she makes use of open-ended questioning to enhance their developing language skills.

Children enjoy using a range of creative mediums. This allows the children to express themselves and experience a range of different textures as they make models and masks. The childminder promotes children's early awareness of number as she spontaneously counts with children. For example, she highlights how many cars a child is holding which encourages children to repeat the number names, helping them to make early associations with numbers. Children enjoy leading their own activities and select the utensils they need to enable them to carry out their chosen tasks. For example, children select spoons, cups of water and decorative shapes in readiness for their own instigated cake-icing activity. They show skill as they mix the icing, taking care when adding water so that it does not become too runny in readiness for spreading on their cakes and finishing them off with their chosen decoration. The childminder fully promotes children's awareness of caring for other living creatures. For example as they help to dry the family dog after coming in from the rain and as they provide food and water for the family rabbits. Children have access to a wide range of physical play equipment within the garden to support their physical skills. However, children's outdoor play experiences are not fully utilised to develop the children's skills of exploration and curiosity about the natural world.

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

Children are happy, confident and are interested in all that they do. They independently access a range of age-appropriate resources in support of their development. They have developed trusting relationships with the childminder as they actively invite her to participate in their chosen activities. The childminder continually praises children for their efforts and achievements, which enables them to develop high levels of self-esteem and confidence. Through the support of the childminder, children have learnt to share the play resources. She reminds children to take turns, helping them to develop their understanding of showing respect for one another. In addition, children learn to build relationships with others their own age through regular attendance at child-based activities away from the home. This enables them to build upon their developing social skills and strengthen their understanding of good behaviour expectations.

The childminder carries out a risk assessment of her home to check that all potential risks have been minimised to ensure children are safe. Children learn how to keep themselves

safe through regularly practising road safety. They also practise emergency evacuation procedures on a regular basis, to promote their awareness of what to do in the event of an emergency. Daily routines are in place to support children's good health. They learn consistent hygiene practices, such as washing their hands after personal hygiene routines, before snacks and in preparation for food-based activities. They use their own personal hand towel for drying their hands to prevent the spread of infection. Children enjoy a balanced diet, which is supportive of their individual dietary requirements. The childminder encourages the children to try a range of different foods, enabling to extend their tastes in food and increase their understanding about eating healthily.

Children have a variety of opportunities to develop their physical skills. They enjoy play times in the garden and at nearby parks, where they have access to a range of physical play equipment. The childminder has a clear understanding of how to promote diversity, and provides an inclusive environment for children in her care. Children access a sufficient range of resources to support their awareness of diversity. In addition, children see positive images of the wider social world through visual displays within the childminder's home.

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

The childminder has an adequate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she does not keep a record of children's daily attendance. This is a breach of the welfare requirements of the Early Years Foundation Stage and the associated requirements of the Childcare Register. The childminder demonstrates a sufficient awareness of the safeguarding procedures to follow if she has a concern about a child in her care. The childminder keeps a range of written policies which she shares with parents. These underpin the operations of her service and support the well-being of the children.

The childminder has attended the required training for childminding, including first aid. She demonstrates a sound awareness of her strengths and the area for development. For example, she highlighted possible training courses that she would like to attend, and extending her range of resources in support of diversity. The childminder targets areas for improvement sufficiently well and therefore shows how she improves outcomes for children.

The childminder demonstrates that she develops positive relationships with parents. She provides them with relevant documentation such as contract and information sheets. The childminder keeps parents fully informed about their child's day and their achievements through the use of verbal discussions on a daily basis. The childminder requests parents' feedback and this shows their delight and complete satisfaction with the service that she provides. For example, they comment about the 'childminder's ability to meet the needs of their children', her 'consistent approach to behaviour management', that 'she is a special person in their child's life' and how she is 'passionate and dedicates her time in making children happy'. The childminder has suitable systems in place for sharing learning

information when children attend another early years setting. This enables the childminder to provide a consistent approach to children's learning and to support any potential emerging gaps to help children make progress.

### **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>	EY296635
<b>Local authority</b>	Surrey
<b>Inspection number</b>	814820
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/10/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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