

Inspection date	07/10/2014
Previous inspection date	10/08/2009

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

- The childminder demonstrates a caring and affectionate interaction with children involving himself in their play, and helping children gain confidence, particularly in their physical development.
- The childminder provides a welcoming and friendly environment and a range of play materials and equipment that children enjoy using.
- The childminder recognises some aspects of his knowledge would benefit from updating to increasing his understanding.

It is not yet good because

- The childminder does not have a comprehensive understanding of the procedures to follow if an allegation is made relating to him or his co childminder.
- The childminder does not have a comprehensive understanding of the learning and development requirements.
- The childminder does not maintain a record of complaints.
- The childminder does not have a written complaints procedure which is a requirement of both parts of the childcare register.
- The childminder does not seek parent's views on his service or include their views in future improvements.
- The childminder's links with other settings children attend do not focus on sharing

information about children's learning to help them progress.

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 spent the inspection time with the childminder observing him and the children he was caring for in the childminder's home.
- The inspector discussed safeguarding with the childminder.
The inspector shared ongoing discussion including discussion about children's development and progress, and a joint observation with the childminder during the visit.
- The inspector looked at some documentation and children's information records.
- Parents views were gathered through one letter a parent had left with the childminder and a brief discussion with one parent.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder registered in 2004 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. He lives with his wife in New Malden in the London Borough of Kingston-upon-Thames. The childminder works with his wife who is a co-childminder.

The childminder's home is within walking distance of New Malden High Street and the main line railway station. Children are cared for in a purpose built playroom and connecting, breakfast room on the ground floor. The upstairs bedrooms are only used for sleeping. There is a fully enclosed garden for outside play at the front and back of the house. The back garden has a swimming pool which children can use; children must be supervised by the childminders at all times when playing in this area.

The childminder and his co childminder currently work Monday to Wednesday only. They have 12 children on roll, seven of whom are in the Early Years age range. All children attend on a part time basis. The childminder regularly attends local toddler groups and parks.

What the setting needs to do to improve further

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

- ensure a comprehensive understanding of the procedures to follow if an allegation is made relating to you or your co childminder
- ensure a clear understanding of the Learning and Development Requirements of the Early Years Foundation Stage; in particular the use of observations, assessment and planning, including the required progress check for children aged between two and three years; to consistently identify children's next developmental steps and help children progress
- ensure a record of any complaints received and their outcome is maintained.

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

- develop ways to seek parent's views on the service and incorporate their views in identifying and making future improvements
- strengthen partnerships with other settings that children attend, to further support children's learning and development.

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

The childminder provides a welcoming, homely environment and shares caring and affectionate interaction with children. Overall, this and the sound quality of teaching the childminder provides, supports children in making general progress in their learning and development. The daily routine and organisation of the childminder's setting help children develop skills such as socialising, sharing and taking turns. These skills will help children in the next stage of their learning such as the move to nursery and school.

During the inspection children enjoyed sitting with the childminder completing a puzzle. He provided encouragement and helped children by suggesting where pieces might fit and talked about what they were doing. This helps children to solve simple problems in their play and encourages their understanding and language development. The childminder sat with children while they used crayons and pens to make marks on paper. He talked to children, demonstrating how to press a sticker onto their drawing while praising their achievements. Children responded by listening to the childminder, attempting to copy his actions and by trying to repeat some words such as elephant. They showed pride in their achievements by smiling. The childminder identified that this type of activity helps children

to learn about different ways of holding pencils and pens as they move from holding crayons in the palm of their hand to between thumb and forefinger. In particular, the childminder encourages children in their enjoyment of outdoor and physical play. He set up the outdoor area with a child size train and track which children enjoyed using. They were familiar with the toy and excited as they sat in the train and operated it, generating the movement down the gentle track, which was on a safe slope. This helps children discover how things work and encourages them in physical activity which supports their physical development.

The childminder uses his knowledge of individual children to provide play opportunities they enjoy. He follows their interests, such as knowing they enjoy the train track and toys with buttons and dials on, that generate noises. He identifies this helps children use their physical skills to press the buttons and learn about sequence. However, the childminder's knowledge of children's next developmental steps does not go far enough to enable him to plan consistently for their progress, leaving children vulnerable to gaps in their learning

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

Children share warm bonds with the childminder and during the inspection they showed they felt happy, safe and secure in his care. They smiled, asked the childminder for help when they needed it and frequently used his name. Children were excited to be outside on a windy day and pleased to see their favourite toy, the sit and ride train track. They giggled, laughed and called out as they played and climbed into the train. This encourages children to enjoy being outside and promotes their good health and wellbeing. Overall, the environment is welcoming and children are interested and engaged in the range of activities and toys the childminder provides.

Children follow regular procedures such as hand washing before eating which encourages their awareness of their own hygiene and good health. Parents provide children's food and snacks. During the inspection children helped themselves to their drinks which were easily accessible, recognising when they were thirsty. This helps children learn about their physical needs and that water keeps them hydrated. Children are learning about what is expected of them through the daily routine. Overall, they behave well and are learning to play alongside each other and share certain toys and equipment. Children respond to praise from the childminder and young children are beginning to develop confidence. For example, they make their wishes known by pointing and asking for certain toys, and help themselves to some toys and equipment.

Children make regular visits to local playgroups and parks with the childminder where they socialise in a larger group of children. These experiences help children prepare emotionally for the move to a larger environment such as nursery or school.

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

The childminder understands his responsibilities in meeting some legal requirements. For example, adhering to the numbers and ages of children he can care for if he was working alone, and when working together with his co-childminder. He is aware he must inform Ofsted of any concerns or changes in the home. The childminder's co-childminder maintains most of the required records and some documentation. However, a log of complaints is not maintained, which is a legal requirement. This does not have a direct impact on children's care. A written procedure informing parents of the childminder's complaints procedure is not in place which is a requirement of both parts of the Childcare register. The childminder uses risk assessments appropriately to monitor safety and make sure areas are safe for children in the home, garden and on outings. There are clear safety processes in place regarding the use of the childminder's swimming pool. This area is secured when not in use and children do not have access to the back garden where this is situated, unless they are using the pool when they are vigilantly supervised by the childminder or his co childminder.

The childminder provides a variety of play materials and equipment for children to learn through play. However, his understanding of the areas of learning, how children learn and how he can best monitor this is not consistently secure in all areas. For example, the childminder adapts play as children's attention or focus of interest changes, recognising when they want to go outside to play and expend energy. He identifies some aspects of children's learning and what could help them progress but his understanding of the use of observations, and assessment, including the required progress check for children aged between two and three years is not robust. For example, he is not aware of what the progress check for children entails and next steps in all areas of individual children's development are not clearly identified to focus planning and repetition of specific activities.

The childminder shares information as needed with other settings children attend when taking and collecting them. However, this is not always extended to include information about children's learning that the childminder can link to activities he does at home. All information is shared verbally with parents but their views on the childminder's service are not routinely sought and their ideas for future development incorporated in focusing any improvements. Those parents who expressed views to the inspector on the childminder's service stated they felt confident that their children are well looked after in the childminder's expert care. They comment children are very happy and believe their children could not get better care. Parents whose children are new to the childminder's care say so far, children are settling and they are happy.

The use of self-evaluation is not comprehensive in identifying strengths and weaknesses. Although the childminder acknowledges where improvement can be made he does not keep himself up to date with changes, for example, by attending training or obtaining the revised Early Years Foundation Stage Framework to monitor and ensure he is meeting all legal requirements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Compulsory part of the Childcare register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (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

Unique reference number	EY285373
Local authority	Kingston upon Thames
Inspection number	814720
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	10/08/2009
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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