

Inspection date

Previous inspection date

01/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, confident and settled in the childminder's care. They develop independent skills as they explore their environment and make their own choices in relation to their play.
- Children have access to a good range of equipment that covers all seven areas of learning. This helps them to make good progress.
- Children feel very safe and secure with the childminder who provides a child friendly, caring and loving environment.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She minimises potential risks so that children are able use all areas of the home without fear.

It is not yet outstanding because

- Children do not have enough access to resources and activities that reflect positive images of special educational needs and or disabilities.
- Systems for parents to contribute to their children's learning and development at home are not yet fully established.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 childcare practice and opportunities provided to the two minded children that were present.
The inspector looked all areas of the premises, which included the safety in all
- rooms. She also looked at documentation that included policies procedures and written observations.
The inspector had in-depth discussions with the childminder relating to her
- knowledge and understanding and knowledge of safeguarding and welfare, learning and development.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and two school age children in Banstead, Surrey, within walking distance of schools, parks and public transport. All areas of the home are used for childminding. There are toilet facilities located on the ground floor. The childminder has a pet dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has four children on roll, all of whom are in the early years age range.

What the setting needs to do to improve further

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

- support children's understanding of differences and of empathy by using props such as puppets and dolls, to tell stories about diverse experiences, ensuring that negative stereotyping is avoided
- engage parents further in their children's development and learning at home.

Inspection judgements

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

Children are making good progress towards the early learning goals. The childminder observes and assesses children's progress and uses this information to plan and provide interesting play opportunities for each child. These enable children to become active learners, achieve well and have fun. The childminder values children's individuality and helps children to feel good about themselves by respecting their ideas and using lots of praise. She works well with parents and has a good knowledge of each child's background and individual needs. This enables her to follow the child's home routines to help to ensure consistency. Children have generally good opportunities to learn about wider society. For example, they have access to a wide range of resources that reflect positive images of gender, culture, race and religion. Equipment includes dolls, books and dressing up clothes. However, children have less opportunities to fully explore and learn about special educational needs and or disabilities.

Children develop good communication and language skills. The childminder constantly communicates with them throughout the day, asking open-ended questions that help to extend their vocabulary and conversational skills. They use mathematical language as they play, such as 'big' and 'small'. The childminder also encourages counting when reading, to reinforce children's mathematical development. Children eagerly join in action songs and rhymes with the childminder, singing and moving their bodies to the rhythm. They develop their hand-eye coordination as they complete puzzles, play with number colourful number magnets and small world toys. Children are supported well in acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

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

The childminder has an excellent knowledge of each child's background and individual needs and follows the child's home routine to help to ensure consistency. As a result children are very settled, confident and relaxed in the childminder's home. They laugh and smile with enjoyment as they move around freely. The learning environment is well organised, creating a welcoming, child-friendly space. This encourages children to lead and direct their own play and learning and successfully engages their interest. Children use a good range of resources that promote all areas of learning. These are easily accessible which allows children to make choices about their play and explore independently.

Children's personal and emotional development is fostered very well as the childminder organises daily trips to local childminding and playgroups. This develops children's social skills by allowing them to engage with other children. Children's behaviour is managed well as they learn to share and take turns while playing. The childminder gives children lots of praise for their efforts and achievements. This reinforces their good behaviour. They clearly enjoy each other's company and demonstrate a caring attitude towards the childminder and each other. Younger children give each other hugs and kisses without prompting just because they want to.

Children are developing a positive understanding of how to keep themselves safe from harm. For example, they participate in regular emergency evacuation practices and discuss road safety and the green cross code when with the childminder on outings. Children's health and welfare is promoted well through discussions that support their understanding of healthy eating. This is reinforced through activities such as playing with pretend fruit, cutting vegetables and the display of healthy eating posters in the environment.

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

The childminder takes positive steps to safeguard children and protect them from harm. For example, as part of her Childminding Introduction Programme training she learnt about child protection. As a result, the childminder has a good understanding of her responsibilities towards the children in her care and knows what steps to take if she has concerns about their welfare. She places high importance on promoting children's safety and conducts both visual and written risk assessments, both of the home and for any outings. This effectively minimises hazards to children and keeps them safe. Children's welfare is further protected because of the childminder's practice and procedures relating to accidents, medication and sickness.

The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs. She also, where possible, organises a home visit to help her get to know the child and family well. She gathers detailed information about children's stages of development, what they can do, interests, likes and

dislikes before they start. As a result, she is able to ensure planning is reflective of children's individual needs for the first day they start. The childminder works successfully alongside the parents to help children make good progress in her setting. Parents speak highly of her service and her commitment to meeting their children's care needs. She provides parents with a broad range of information regarding their child's care and learning, including access to their individual children's learning journals, daily diaries and daily discussions. This effectively contributes to a continual two-way flow of information. However, the childminder does not yet provide effective opportunities for parents to be actively involved in supporting their child's learning at home. The childminder is aware of the importance of working in partnership with other agencies and providers where necessary to support children's care and learning.

The childminder has begun the process of self-evaluation and is aware of her strengths and areas of development. She demonstrates a keen and enthusiastic approach to ongoing improvement, such as working on the garden area to provide more play space. She has booked herself on local authority training to further extend her knowledge of childcare and education. She monitors the effectiveness of the educational programme by reviewing activities and children's progress to identify any areas for further development. The childminder is motivated and committed to the continual development of the service. Her plans for the future are well-targeted to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY444058
Local authority	Surrey
Inspection number	793203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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 that are usually their 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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