

Inspection date

Previous inspection date

09/10/2012

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

- The childminder is very skilled at helping children to be independent in their play, self-care and in managing feelings
- The learning environment provides for all aspects of the curriculum and fosters children's development for all age groups.
- The childminder has a good knowledge and understanding of the Early Years Foundation Stage
- Children benefit from having a wide range of good quality toys and equipment to choose from, so they are always absorbed in purposeful play.

It is not yet outstanding because

- The childminder does not yet make summative assessments of children's progress
- There are insufficient toys and equipment to reflect a multi-cultural 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
- 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 children at play and discussed children's development with the childminder.
- The inspector examined records and documentation, including policies and procedures.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and their family in a house located in Sunbury-on-Thames in Surrey. There are two children in the family aged one and three years. The ground floor of the house is used for childminding and children may go upstairs only to sleep. The bathroom and toilet are on the ground floor. Children can play in an enclosed garden at the rear of the house. The childminder can take and collect children from a local primary school. She takes children to local children's centres, parks and play areas. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on

roll in the early years age range, who attends part-time. The family has a cat.

What the setting needs to do to improve further

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

- improve the educational programmes for understanding the world by developing the play equipment that reflects the wider world
- improve the assessment arrangements by providing ongoing assessments of children's progress.

Inspection judgements

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

The childminder has quickly established a strong learning environment for children. She has a wide variety of toys and play equipment that is readily accessible to children. This helps them to self-select and play with what interests them. The childminder has a strong understanding of children's stages of development. For example, children who may have a short concentration span are able to move between chatting on the play-phone to playing at shops. Alongside this, the childminder introduces ideas for games that entice the children for longer periods of time. In this way, she achieves a good balance between child-initiated and adult-led play that builds children's skills.

The childminder skilfully covers the seven areas of learning in her selection of toys and equipment so children are able to develop in all aspects of the educational programme. However, play materials do not sufficiently reflect the wider world, for example there are few figures and dolls of different ethnicities. Children benefit from an interesting variety of outings, which they talk about when playing back at the house. The pictures of cows and goats prompt children to chat about the animals they saw on the farm.

The childminder makes observations of children's achievements and has a good awareness of their stage of development in the Foundation Stage. She has good teaching skills and uses them effectively to help children achieve their next steps. For example, she shows children matching colours to help them learn colour names. The childminder is establishing an effective way to organise learning journals to reflect her considerable skills in teaching and supporting children. However, this process is in its early stages, so she has yet to make any summative assessments of children's progress. The childminder shares a care diary with the parents that gives a lot of detail about the child's day and activities. She shares a parents guide about the Early Years Foundation Stage with them. From this parents can understand why, for example, observations are made as their child plays and

how they can contribute to their child's learning.

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

Children are very secure and well-settled in the childminder's care. They quickly become absorbed in purposeful play and are confident, building friendships with other children. Children enjoy good opportunities to be independent. Children can self-select from a wide range of toy and play equipment, which is stored in easy-to-reach containers. Children benefit from being able to take responsibility of their personal care. For example, the childminder gives children time and appropriate support as they handle their zips and fastenings on coats and shoes. As a result, children have good skills and show great pride and confidence.

Children spontaneously choose healthy foods at snack and mealtimes. They benefit from varied, home-cooked meals and enjoy taking part in cooking activities. Children learn good hygiene habits and know that this keeps them healthy. The childminder promotes children's physical development well. They have ample opportunities to practise skills such as kicking a ball, riding a bike or using bats and balls. They also enjoy activities that foster their small muscle development in drawing and using scissors. Children behave very well. The childminder has simple house rules and her firm and gentle manner supports children in following through on what she has said. Her empathic approach to the usual upsets that children experience helps them to learn to control their feelings. For example, she gives children time to think about what has upset them and what to do about it. This helps children to have a mature and empathic approach to their friends. The skills children gain in being independent, cooperative and managing their feelings, gives them good skills for the transitions to other day care settings and school.

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

The childminder has a good understanding of how to safeguard children. All adults in the house are checked as to their suitability. The childminder has taken a specific course in child protection and has the knowledge and understanding of what to do should she have concerns about a child. Her policies and procedures meet the requirements and are available to parents. This means that they are aware of her duties. The childminder maintains her documentation and records in a professional and methodical manner. She carries out thorough risk assessments and minimises any hazards to children. The childminder reflects on her practice and evaluates it using parents' feedback. She has already identified her strengths and some areas for improvement. She has started to take action against her targets. For example, to extend her knowledge and understanding of the Foundation Stage, she is attending cluster meetings and is choosing an appropriate course. This means that her capacity to improve is good.

The childminder has a good working knowledge of the Early Years Foundation Stage. She has constructed a learning environment that delivers the curriculum well. The childminder

also has a strong understanding of the characteristics of effective learning, giving children the time to explore, experiment and think. The childminder has established professional relationships with parents and has all contractual information and consents in place. Parents are very appreciative of the care provided and value how secure the children feel in her care. Currently, children do not attend any other day care settings. The childminder is aware of the importance of working relationships to provide consistent and coherent care.

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	EY441207
Local authority	Surrey
Inspection number	790916
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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