

Inspection date

Previous inspection date

10/10/2012

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 places great emphasis on ensuring she gains valuable information from parents during the settling-in time to enable her to support the children's emotional needs.
- The childminder works very well with parents and provides them with daily verbal and written feedback to keep them well informed. She also recognises the need to be flexible in her childcare arrangements to accommodate parents' working hours.
- The childminder has a good awareness of following children's individual interests in their play. She supports children by introducing new experiences and incorporating other aspects of learning in their play.
- The childminder has very effective systems in place to identify future areas for development in order to improve her professional development and build on the quality of the service provided.

It is not yet outstanding because

- The use of photographs is not yet fully developed; for example, involving families in the sharing of family photographs and displaying pictures and photographs showing familiar events, objects and activities and talking about them with the children.
- Opportunities for children to begin to recognise and write their own names are not yet fully developed.

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 initially did some observation with the childminder and the minded children present, in the dining room, lounge and garden
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector read the parents' comments from the parental questionnaires.
- The inspector looked at and discussed the childminder's self-evaluation document.

Inspector

Jennifer Devine

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and three children, aged 14 months, 10 and 11 years, in Ashford, Middlesex. The childminder uses mainly the ground floor of her premises for childminding purposes and there is a secure garden for outdoor

play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group. The family has two pet cats.

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 early literacy skills by helping them to recognise and write their own names
- develop the use of sharing photographs of family and other significant people. For example, by making family books which parents can contribute to, supporting discussion with children about special people.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. She completes accurate observations and assessments of children and provides play and activities that are relevant to the children's abilities and interests to successfully promote their learning. The childminder's planning ensures all aspects of learning are covered, giving particular attention to the prime areas of learning for younger children. She has gained a range of skills through her previous work experience and has a wealth of knowledge of how children develop which she successfully implements in her childminding practice.

The childminder provides a varied and interesting range of activities and play experiences that engage children's interest and enjoyment. This results in children making progress in all areas of their learning and development. Children are particularly interested in the toy cars and play imaginatively lining up the cars in the traffic on the road mat. The childminder is skilled in extending their learning as they play, asking them questions about the different cars. The childminder has a good awareness of allowing children time to make choices about their play and develop their imagination independently. She also knows when to intervene to support and extend their knowledge further. For example, she introduces a child to a programmable floor toy and the child skillfully operates this making it change direction by operating the controls. The childminder suggests a painting activity to the children and they eagerly join in. They spend some time absorbed in their creations supported by the childminder who talks to them about their pictures. When they have finished the childminder labels their work, however she does not consider encouraging children to attempt to write their own name.

Young children's physical development is well promoted through an enabling environment. They are provided with a well resourced garden where they have great fun running and investigating features of the outdoor environment. Children also enjoy visits to the park and local children's centre where they experience a different range of challenging equipment and meet new friends.

The childminder ensures she has useful information from parents about children's starting points and routines to support the settling-in time. This enables her to settle the children well and involve parents in their children's learning. She provides verbal feedback and a daily diary to ensure parents are aware of their child's day. In addition, the childminder takes many photographs of the children at play and regularly shares these with parents.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy, feel safe and are making good progress in their development.

The childminder provides a well resourced, stimulating home environment where children have good opportunities to move between indoors and outdoor play throughout the day. A good range of quality play resources and equipment are provided. These are stored at child height, providing easy access and encouraging children to make choices and use equipment in different ways. Photographs of routines are displayed and written in English and dual languages and the childminder uses picture routine cards to support children's understanding of the day's routines. Although she takes lots of photographs of the children at play, she has not considered involving parents in sharing photographs of their families or friends to encourage children's sense of belonging. Children's behaviour is age appropriate and the childminder uses effective strategies to deal with any minor issues.

The childminder provides healthy snacks and freshly prepared home cooked meals. Some parents choose to provide their own foods, which the childminder stores appropriately. She encourages children to sit together for their meals. This helps to develop their awareness of being safe whilst eating and promotes a social time. She encourages their independence during mealtimes so they learn to feed themselves.

The childminder gives a high priority to the safety of children. Therefore, she provides a secure and safe environment for children to explore. All safety equipment is in place and no hazards are accessible to the children. The childminder practises her emergency procedures and keeps a record of this. She also effectively implements risk assessments. Children's understanding of risks is promoted through activities, such as 'tidy-up time' to prevent too many toys being left out.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements in place for safeguarding children are strong and well embedded and she is aware of the child protection procedures to follow if she is concerned about a child.

The childminder is newly registered. She is very committed to her professional development and uses self-evaluation extremely well to monitor and address any areas for development.

The childminder has a good understanding of the Early Years Foundation Stage curriculum. She has a secure knowledge of the characteristics of effective learning to support young children to have the desire to investigate, concentrate and try out new ideas. She has a good awareness of planning experiences through a mix of adult-led and child-initiated play and has developed effective assessment methods to monitor children's progress. The childminder uses 'Development Matters in the Early Years Foundation Stage' to identify children's progress. This provides successful systems to enable her to monitor and assess that children are making good progress in their learning and identify the next steps for their individual learning.

The childminder works positively in partnership with parents. Parental comments obtained in the form of a questionnaire indicate they are very happy with the service provided. Although currently the childminder has no contact with any other professionals she is aware of the importance of clear communication, information sharing and working in partnership with others, if this occurs in the future.

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
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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.
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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	EY444174
Local authority	Surrey
Inspection number	793454
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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