

Inspection date

07/09/2012

Previous inspection date

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 builds good relationships with children forming strong attachments and providing close physical reassurance. As a result children feel very secure and are supported in developing self confidence.
- The childminder demonstrates a good commitment to ongoing improvement and developing and increasing his own knowledge. The childminder also makes good use of resources to keep abreast of development and changes in childcare.
- Space is well organised in the childminder home to support children's learning and development the reorganisation of some of the indoor play space and addition of a conservatory has improved the environment and children play experiences.
- The childminder and his co-childminder work effectively together, each recognising their strengths and they compliment each other well.

It is not yet outstanding because

- The use of photographs of children in the childminder's setting is not yet extended to include the sharing of family photographs to encourage children's language. Also providing reassurance and opportunities for children to learn about themselves and each other
- Resources are not yet extensively developed to encourage young children to explore and imitate sound. For example by collecting resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that

involve guessing which object makes a particular sound.

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 majority of inspection time was spent with the childminder observing him and the children he was caring for. This took place in the childminder's home in the conservatory, garden, and dining room.
- Children's information and development records were sampled.
 - Ongoing discussion and joint observations with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and his policy sampled.
- Discussion took place with one parent in person, and other parents' views were gathered through recently completed questionnaires.

Inspector

Jane Nelson

Full Report

Information about the setting

The childminder was registered in 2012. He lives with his wife, and child, aged seven years in a house in Egham in Surrey close to shops, parks, schools and public transport links. The living room, dining room, a play room and toilet on the ground floor and two bedrooms on the first floor of the childminder's home are used for childminding. There is access to an enclosed garden at the rear. The childminder offers care for from 8am to 6pm on Monday to Friday. The childminder works with his wife who is also a registered childminder. He is currently minding four children in the early years age group all of whom attend part time. When working together with his wife they care for a total of eight children, all attending part time. He also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- develop the use of sharing photographs of children's family, favourite people and familiar objects to encourage children's language and provide reassurance, in particular for children new to the setting. For example by making family books that children, parents and family can contribute to, helping children to learn about themselves and each other.
- encourage young children to explore and imitate sound, for example by collecting resources that children can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound.

Inspection judgements

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

The childminder forms secure bonds and shares meaningful relationships with children, providing continual reassurance, according to their individual needs. He demonstrates a clear understanding of how children of different ages learn and develop. He provides a good range of activities and play experiences to support children at their individual stages.

As a result, children are making good progress in all aspects of their learning and development. The childminder monitors and assesses children's development effectively, obtaining information from parents about children's interests, routines, and development when they first come into his care. He clearly identifies children's individual stages of development and how to support each child as they progress. For example, he encourages younger children's emerging language and communication by repeating words and sounds they make and naming familiar objects. Although this is not yet extended to include resources that children can listen to and learn to distinguish between. For example familiar noises in the street, and games that involve guessing which object makes a particular sound.

Older children are supported in their language development by learning new words. For example identifying and learning the word 'decagon' for a new shape. The childminder skilfully supports children as they take safe risks and try new experiences. For example, he encourages physical development and confidence by responding to children's requests to use the 'big children's swing'. The childminder supports children as they try this experience for the first time by helping them balance and sit carefully on the swing, distributing their body weight evenly. He encourages their confidence and provides close physical reassurance by holding them and pushing the swing gently. Children respond to his reminder to hold on tight by saying they are being very careful and asking him to push them higher. Children take pride in this new achievement recognising that they are now old enough to use the big swing, as long as they are careful and the childminder is there to help them. Children new to the setting are forming a close bond with the childminder. They sit cosily on his lap watching other children play and observing their surroundings, gradually getting used to new toys and friends and using the childminder as a safe base to explore from.

Children are acquiring and developing a range of skills that will support them as they move onto other settings or school through their daily play and socialisation with their friends. For example, when the childminder and his co-childminder are working together there is a larger group of children present, and the childminder regularly visits pre-school groups with the children.

The childminder builds good relationships with parents resulting in information being shared well and parents commenting on how their child is developing. For example, information about children's home routines and individual needs is obtained when they first come into his care, enabling familiar routines to be followed and children to feel reassured.

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

The childminder provides a welcoming, safe, home environment, where children demonstrate they are happy, feel safe, secure and enjoy being with him. He provides close physical reassurance particularly for young children new to his setting enabling them to settle at their pace. Older children demonstrate they feel confident and are supported by the childminder in developing skills and gradually increasing their physical abilities in a

safe environment. Space is organised well in the home to meet children's needs and enable them to play, rest and eat comfortably and safely. The childminder has recently made improvements to the home by adding a conservatory, which is used as a play room, providing additional space for children's play and encouraging them to move freely between the conservatory and the garden.

The childminder provides a good range of resources and play equipment to support children's learning. These are set out on the floor and at child height encouraging children to make choices and help themselves. They use chunky crayons at the easel to make marks using their small physical skills to draw on the paper. Children learning to stand independently balance themselves against the play kitchen unit. They busily play alongside their older friends, gradually letting go of the unit and standing unaided. Older children help themselves to dolls, taking them into the garden and placing the doll on the swing, they have earlier used themselves. They are learning about their own safety as they re-enact balancing the doll on the swing, and rush to pick the doll up when she falls off.

Good use is made of photographs, for example, some are displayed in the play room of children enjoying a varied range of interesting activities. However, these are currently not at child height. The use of photographs is not yet extended to include sharing photographs of children's family, favourite people and familiar objects to encourage younger children's language, and provide reassurance for children new to the setting.

The childminder promotes children's awareness of exercise and enjoyment of outdoor play well. He provides close physical reassurance and support as they gradually develop confidence and gain physical skills. Children make choices about playing outside, moving freely between the playroom and the garden. The childminder follows them and makes suggestions, such as, using the trampoline. Younger children have great fun bouncing safely on the trampoline, enclosed by a safety net, in the garden. They vocalise excitedly, realising their body movement causes them to bounce. Children stand up, stretching their legs, then laugh as they sit down with a bounce. The childminder stand reassuringly nearby, making sure they are safe. Older children show developing confidence and good physical coordination as they ride a small bike with stabilisers, steering and generating movement through their use of the pedals. Children gain an awareness of their own hygiene through practices in the daily routines. For example, the childminder talks to younger children about when their nappies need changing. Older children ask to use the toilet and wash their hands afterwards independently. Children's parents provide their main meal of the day with the childminder providing healthy snacks of fresh fruit and drinks. Children's individual routines, regarding sleeping and meal times are followed, particularly with younger children, providing reassurance and continuity of care.

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

The childminder is newly registered and has experience of previously working with his co-childminder as an assistant. He enjoys his work as a childminder and demonstrates a strong commitment to his own development. For example, he is nearing completion of a

National Vocational Qualification at level 3 in Childcare. He keeps up to date with developments in childcare. He and his co-childminder work effectively together and good use is made of self-evaluation to make improvements and review practice. For example, the childminder is currently in the process of reviewing some aspects of the setting following the recent improvement to the premises and the change in age range of the children attending.

The childminder demonstrates he understands his responsibilities regarding meeting the safeguarding and welfare requirements. He is aware of the procedures to follow if concerns arise regarding children's welfare or if an allegation is made regarding him or his co-childminder. The childminder understands the required ratios he and his co-childminder must maintain. The childminder uses risk assessments, constant monitoring and close, age appropriate, supervision of children to promote their safety. He enables children, through his reassurance, to gradually take safe risks and progress in their development as they play. The childminder uses his discussions with parents, observations, and assessment of children's development effectively to monitor their progress.

The childminder builds good relationships with parents resulting in information being shared well. Ongoing daily discussion takes place, together with the exchange of a daily diary and the sharing of children's developmental records. Parents praise the childminder commenting that they like the way he interacts with the children. They can see children's language is developing and they are showing more interest in books. Parents also refer to being impressed with how the childminder is developing his knowledge and note phrases their children use at home that they have learnt with the childminder. There are no children currently attending who also attend other settings, such as play group or nursery. The childminder is aware of the importance of sharing information and working in partnership, as he demonstrated through discussion that he has worked with other settings previously.

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
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		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	EY442049
Local authority	Surrey
Inspection number	782871
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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