

Inspection date

Previous inspection date

25/09/2012

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 and emotionally secure in the care of the childminder. They benefit from consistently good opportunities to learn and enjoy interesting and challenging experiences. This is as a result of the good-quality educational programmes and enthusiasm of the childminder.
- The childminder has high expectations of the children and a good understanding of how to effectively engage and motivate them. Children therefore make good progress from their starting points and receive astute support across the seven areas of learning, as they progress towards the early learning goals.
- Children benefit from a stimulating and rich learning environment in the well organised dedicated playroom. In addition, a secure and well equipped outdoor play space, coupled with the childminders dedication to the children, means that children receive excellent all-round development opportunities that successfully foster their well-being.
- The childminder effectively plans and implements an age appropriate and interesting early years curriculum for children; based on their individual interests and requirements in partnership with parents. At this early stage in the running of her provision, demonstrates a generally good understanding of how to monitor children's achievements in order to prudently plan their next steps in learning.

It is not yet outstanding because

- Systems for monitoring the achievements of children are newly established and still under review by the childminder. As such, at this early stage in the running of the

provision, these systems have yet to develop fully in order to ensure ongoing support for children's learning.

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 the inspection was spent in the play room observing/talking to the childminder and child present. Observations also took place in the outside learning environment (garden) and kitchen.
- The inspector sampled children's information and development records.
- Ongoing discussions and observations took place with the childminder throughout the visit. Safeguarding was discussed with the childminder and written policies viewed.
- One parent was present and spoken to as part of the inspection process.

Inspector

Sandra Jeffrey

Full Report

Information about the setting

The childminder was registered in 2012. She lives in a house with her husband and four children, aged eight, four and twins aged seven near Banstead in Surrey, close to parks, schools, shops and bus routes. The whole of the childminder's house is used for childminding and there is a designated play room. There is a toilet on the ground floor. There is a fully enclosed garden for outside play, which has a secure pond. The childminder has one pet dog, and a stick insect in addition to some fish. There are currently four children in the early years age group on roll, all of whom attend on a part time basis. The childminder also cares for older children and provides overnight care. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works on occasions with an assistant.

What the setting needs to do to improve further

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

- continue to develop, the observation and assessment systems, in order to gauge the right levels of interaction and support that will strengthen and deepen the children's learning and development further. Thereby challenging and enhancing their progress and school readiness, continually.

Inspection judgements

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

Children make good progress in their learning and development in relation to their individual starting points, as a result of the childminder's diligence and commitment to them. Children receive good opportunities to develop in all seven areas of learning, due to the childminder's clear understanding of the importance of ensuring the efficient delivery of an educational programme that interests and inspires children.

Children are actively encouraged to take the lead in their learning with good questioning and direction from the childminder, who is skilled at motivating the children and planning exciting and fully interactive activities and experiences for them.

The current theme relating to space for example, demonstrates the childminder's good organisation and aptitude in meeting all children's needs. The childminder has

incorporated the use of appealing and attractive resources in order to fully engage the children, including books about the moon and space, thereby supporting children's literacy, and communication and language development. Children also enjoy a good range of activities that support their development in the expressive arts and design, including making and drawing stars and space rockets, which they proudly show to their parents.

Additionally, excellent planning and use of appropriate resources that facilitate children's imagination, including dressing up outfits and construction materials used to create spacemen, enable children to develop their self-confidence and imaginative development.

The childminder skilfully meets the needs of children of all ages, with the use of specialist equipment for older children, such as a telescope to support their understanding of the world and technology, for example. At the same time, she adapts simple counting songs and nursery rhymes, to link in with the space theme, which also supports mathematical development for younger children. These carefully planned considerations, afford children with good opportunities to enjoy challenging learning experiences that support their progression towards the early learning goals.

Children benefit from the childminder's high expectations of them and her desire to see them progress. The childminder undertakes regular incisive observations of the children, which she uses to inform her planning in order to identify the next steps in children's individual learning. These systems are still developing as the childminder has only recently established her childminding service. The childminder has not yet reviewed these systems to ensure they continue to challenge the children in her care and continually prepare them for transition to nursery and school.

The childminder works closely with parents to ensure they are kept fully informed of all aspects of the setting and their child's development. All parents receive an in depth verbal feedback of daily events taken from the daily record sheets the childminder completes. Additionally younger children and those, whose parent's request, also receive a daily written account of their child's experiences and care needs.

The childminder effectively takes into account feedback from parents and uses this information to help improve outcomes for children. For example, parents concerns in relation to their child starting school were given full consideration by the childminder who 'played teachers' with the child in question to successfully help the transition to school and reassure both parents and the child of the impending change. Furthermore, children who were initially apprehensive about the family dog, received extra support and consideration when they were settling. The dog was restricted to the kitchen during this initial period until the children had settled and felt happy to be around the friendly and inquisitive dog.

The views of parents were obtained in person and also from the written comments in the parent's communication book. Parents are evidentially very happy with the service offered and thanked and praised the childminder for her hard work and excellent care of their children.

Good systems to promote partnerships with other professionals involved in the care of the children are also in place, including those with the local school, thereby enabling good

opportunities for continuity of care.

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

Children are happy and settled and have evidently formed secure emotional attachments with the childminder, who is attentive to and respects their individual needs and routines. Parents' wishes are respected, for example in relation to children's usual sleep patterns and dietary needs. This ensures the well-being and emotional security of the children and helps them feel valued and truly welcome.

Individual care arrangements, taking into account the children's ages, are effective and help promote the welfare of all children. For example, children receive good support in understanding of the importance of washing their hands after using the toilet and before eating and are reminded not to touch the dog during meal times. Children have individual towels to prevent the spread of infection and receive good support in their developing skills in attending to their own personal needs and hygiene when using the toilet for example.

Children learn about the importance of keeping themselves healthy as the childminder talks to them about the benefits of the nutritionally balanced food they receive and how it will help them grow. Children receive good support and encouragement to try new foods in close consultation with parents and are given choices to help develop their independence, when selecting their own yogurts for example. Moreover, children have excellent opportunities to play and exercise in the very well maintained garden and when taking the dog for walks to local parks and the woods. During a recent 'Olympics' inspired theme, children enjoyed challenging activities including long and high jump, running, football and basketball. This was supported by the use of books and other resources promoting a 'sporty' theme, in addition to creating healthy meals such as fruit salads. Babies and younger children were included with opportunities to dance and roll balls and stretch to music. Children also receive good support in their understanding of the importance of brushing their teeth, in order to maintain good health.

Children receive clear explanations in relation to keeping themselves safe when using scissors at craft time and when feeding the fish in the garden pond, for example. They understand the need to be careful not to trip over toys on the floor and have regular opportunities to practise the emergency evacuation drill. The childminder is aware some children may find these drills unsettling and ensures they receive extra support and reassurance during these. Children have the opportunity to dress up in fire fighter outfits and all receive a certificate for successfully taking part in the drills, helping to eliminate any fears children may experience. These precautions help children learn how to keep themselves safe and how to take some responsibility for managing their own risks in a safe and secure environment.

The childminder supports children's understanding of the need to share and take turns and to respect each other's feelings. She is a good role model, spontaneously praising children's efforts and thanking them for their contributions throughout the day. As a

result, children are aware of their boundaries and the expectations for good behaviour.

Good organisation and a commitment to providing the children with a broad range of experiences and opportunities that support their all round development, results in a rich and vibrant environment for children of all ages. The inclusion of bright posters, maps and children's artwork on the walls in the playroom, generates a welcoming and stimulating learning environment in addition to the good array of toys and play materials. These considerations in turn, successfully foster children's natural curiosity and desire to learn.

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

The childminder successfully demonstrates a good understanding of her responsibilities in relation to meeting the learning and development requirements. Overall, planning and assessment are carefully monitored by the childminder and children benefit from her consistently good organisation and challenging and inspiring educational programmes. This enables children to make the best progress in relation to their starting points and generally prepares them well for the next stage in their learning, in close partnership with parents.

Children's safeguarding and welfare receive high priority from the childminder and are promoted effectively. The childminder has a good understanding of her role in relation to safeguarding children and ensures parents are made aware of her responsibilities in relation to reporting any concerns. All adults living in or regularly visiting the household are vetted to establish their suitability. Children's safety is further promoted because the childminder implements efficient risk assessments; both in the home and when out with the children. The childminder keeps written records of these risk assessments, enabling her to review and evaluate them effectively. These efficient precautions all help to promote the children's safety and well-being.

The childminder is passionate about the well-being of the children in her care and is attentive to their individual needs. She actively seeks the views of the parents and the children in assessing the effectiveness of the service she provides and willingly takes on board and responds to their comments and suggestions.

The childminder is aware of the benefits of continuous self-evaluation and understands the value of ongoing training in order to continuously improve the service that she provides for the children. As such, she intends to further develop her understanding of the newly revised Early Years Foundation Stage framework through additional training opportunities. The childminder demonstrates a good commitment to the continual development of her knowledge and skills; thereby securing continuous improvement in her practice, which in turn improves children's life chances. The childminder sets herself very high standards and has a clear vision for the future, she is enthusiastic and committed to the continual development of her service and demonstrates a good capacity to improve outcomes for the children in her 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	EY443681
Local authority	Surrey
Inspection number	786412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	9
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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