

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

- Children quickly develop a strong and trusting relationship with the childminder. They are very happy and confident.
- Play and learning resources are of good quality and well used. Children have great fun.
- The childminder makes good use of observational assessment to identify what next for children's learning and to ensure that children remain consistently challenged.
- The childminder places high importance on involving parents in planning for children's learning journey and this has a great impact on the outcomes for children.
- The child-led approach works brilliantly in this setting because the childminder has the professional confidence, knowledge and skills to recognise learning opportunities and run with them without the need for intense planning.
- The childminder is professional, efficient and highly committed to continuous improvement. She has a strong vision, with clear plans in place, for achieving excellence in the future.

It is not yet outstanding because

- Despite the childminder's concerted efforts to establish partnership working with children's preschool settings, this is not yet fully in place.
- The childminder has not been caring for children long enough to deliver the educational programme to a level of excellence. For example, children have yet to be introduced to

all the information and communication technology resources.

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

- One inspector carried out this inspection during one afternoon.
- The inspector observed children's play and levels of interaction with the childminder.
- The inspector carried out a joint observation with the childminder of a child playing with a dolls house.

The inspector scrutinised the childminder's written self-evaluation prior to the inspection, and children's assessment records at the inspection. She checked that

- the childminder has all the required records and documentation and looked briefly at written information the childminder gives to parents to explain her policies and procedures.

Inspector

Amanda Tyson

Full Report

Information about the setting

The childminder registered in 2012. She has a National Nursery Examination Board qualification at level 3. She lives with her partner and one child, aged five years, in a first floor flat in Byfleet, Surrey. The flat is within walking distance of schools, parks and shops. The childminder uses the whole of the flat for childminding with the exception of the master bedroom. There is a garden area for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a cat. Access to the flat is via a flight of stairs, there are no lift facilities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has one child on roll in the early years age range who attends three afternoons per week.

What the setting needs to do to improve further

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

- establish a regular process for sharing information about children's learning and development with the pre-schools that children attend; to enable consistency and continuity of learning support for all children
- enable children to use the newly acquired camera, electronic microscope and photograph album for example, to make their own books; to preserve memories of special events; or to make up their own stories using the photographs they have taken

Inspection judgements

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

The childminder communicates closely with parents and makes very good use of observational assessment to identify children's starting points for learning. Current children's starting points are high. The childminder recognises this and, in partnership with parents, identifies what children are ready to progress to next. She supports these through her interactions in children's self-chosen activities. Children are confident and

independent. They know where everything is in the childminder's home, help themselves and initiate their own play and learning. The childminder follows their lead as she joins in their play, uses open-ended questioning and makes subtle comments that inspire and motivate children's thinking and ideas. For example, when children find a doctor's coat in the dressing up box they tell the childminder that she has to 'be the hurter' and they are the doctor. The childminder dutifully enacts the role of a sick patient with a 'high' temperature. Children are challenged to think of a high number, which they suggest is '100'. As the play develops, the childminder encourages debate about whether medicine or a cold cloth is needed to reduce a temperature. Children have good access to open-ended resources, such as large sheets of material, creative media and writing tools. They enjoy using these to produce their own interpretations, such as a painting of 'mummy's house'. Resources such as the wonderful dolls house, provides brilliantly for children to explore what they know and understand about their immediate world in delightful imaginative play. For example, they place grey haired people figures wearing glasses gently in chairs and position male figures in front of the kitchen sink because they 'are good daddies doing the washing up'. Children also cover the legs of a figure in a wheelchair to 'make them better'. Children become engrossed and experiment with descriptive and number language and fluctuate between speaking 'in role' and providing a commentary about what they are doing. The childminder watches closely, is careful not to disrupt their play but steps in to extend and support their learning when needed.

Children's communication and language skills are well supported as the childminder engages them in conversations. Children demonstrate a strong interest in literacy and this is supported with trips to the library and home-based activities, such as making an 'all about me' book. Children have not been attending for very long, but the quality of the childminder's observational assessments and teaching methods indicate that children will continue to make at least good progress in their learning and development. For example, they are currently being supported to progress in their ability to recognise numerals, shapes and letter sounds. The childminder has yet to make use of her newly acquired technology resources, such as a camera, electronic microscope and photograph album. This does not currently fully support children's information and communication technology skills and how they can use these resources to support their language and literacy skills further. Current children attend a preschool setting in the mornings but partnerships have not yet been fully established to offer continuity in children's learning. Nonetheless, the childminder's strong partnership with parents ensures consistency and continuity of learning support for children.

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

Children are cared for in a safe and secure environment. They are very happy and demonstrate a strong sense of belonging in the childminder's care. After a busy morning in a pre-school environment, they benefit greatly from the one to one playtime with the childminder. Children are thoroughly enjoying the 'all about me' project which has been a huge success in helping children to settle in so easily and form such a strong relationship with the childminder. Parents have provided photographs of children's immediate and extended family and of children engaged in home activities, such as swimming with

mummy. Children are extremely keen to share this with the childminder as well as visitors. Children enjoy browsing through their learning journey books which are also full of photographs of them engaged in activities with the childminder. The childminder uses these opportunities to help children recognise their achievements.

Children are provided with a healthy diet and learn about good food as they engage in mealtime conversations. Children enjoy going for walks, playing in the childminder's garden and going to parks and woodlands which keeps them active. The childminder makes excellent use of practical routines, books, and role-play to promote good hygiene and to help children understand how to keep themselves safe. Children have learned to blow their nose and that it is important to wash their hands afterwards to prevent germs being spread. Children brush their teeth after breakfast and then show their understanding of the importance of dental hygiene as they delightfully enact this with a miniscule dolls-house toothbrush providing a detailed commentary all the way through. Children listen carefully to the childminder when she reminds them not put dressing up clothes around their necks and to put on matching 'clippy cloppy' shoes so that they do not topple over. Children feel safe and are reassured by the childminder which enables them to develop new skills, such as using steps to reach the toilet and sink. The childminder is a good role model to children. When they suggest that she 'better not tell [her daughter] that she used her notepad', the childminder explains the concept of borrowing and sharing things; that her daughter will not mind, and that she will tell her.

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

The childminder is an experienced, efficient and professional early years practitioner. Over the years she has completed a variety of training courses, such as for supporting children with special educational needs and/or disabilities, and in relation to safeguarding children. The childminder has the skills and experience to identify potential gaps in achievement and good knowledge of how to secure early intervention for children. The childminder is very secure in her understanding of what to do if she becomes concerned about a child's welfare. All records and documentation required for the safe and efficient management of the setting are in place and well maintained. The childminder makes effective use of risk assessment to identify and minimise hazards to children within her home and on outings.

The childminder has worked hard to familiarise herself with the requirements of the reformed Early Years Foundation Stage. She has attended local authority run information sessions and training days. The childminder has devised an effective system for monitoring and assessing children's progress and development in the prime and specific areas of learning. She is well prepared to carry out the newly required developmental checks on all two year-olds. Her commitment to working in partnership with parents is a key strength. Parents are provided with a good level of information to explain her policies and procedures. They work closely together to support children's wellbeing, for example helping them to settle-in to both the childminder's and preschool, and learning needs.

The childminder makes good use of self-evaluation to identify priorities to improve her

practice and outcomes for children. For example, since registration she has increased her variety of play resources to support children's understanding of diversity and children's skills in information and communication technology, the latter being only very recently obtained. The childminder studies her observations of children to identify ways to move children on in their learning and development, and the 'Development Matters' practice guidance for ideas to improve her environment. For example, immediate plans include: providing a range of equipment to support outdoor exploration, such as gardening tools, a metal detector and magnifiers; utilising the garden wishing-well for growing and planting, putting up a blackboard to encourage mark-making and writing; and involving children in making a number line. The childminder's aim is to provide children with access to all areas of learning outdoors. The childminder is committed to managing her own professional development. She has already attended a few training days since registration and is booked to attend one on behaviour management and one which focuses on planning for children's next steps in learning. This is a good quality childminding setting. The childminder is dedicated and demonstrates a strong capacity for sustaining continuous improvement.

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	EY444430
Local authority	Surrey
Inspection number	789690
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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