

## Inspection date

Previous inspection date

17/10/2012

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 settle quickly into the childminder's care. They are happy, have secure attachments with the childminder and are becoming confident and independent learners.
- The childminder has effective systems in place for gathering information from parents about children prior to placement and for supporting their ongoing wellbeing and learning needs.
- The childminder makes effective use of observational assessment to identify children's starting points for learning, gaps in achievements and talents, and to plan for their ongoing progress.
- The childminder has a secure understanding of her safeguarding responsibilities and provides children with a healthy and balanced daily diet.
- The childminder reflects on her practice well; she demonstrates a good understanding of her strengths and weakness and has a clear plan in place to drive continuous improvement.

### It is not yet outstanding because

- Ideas for supporting children's communication and language development, for example, through the use of photographs to encourage discussion, and props to support story-telling have not been introduced.
- Although the childminder has a good range of manufactured toys to support babies'

learning and development needs, they do not have enough opportunity to explore and experiment using their senses and to make connections between their play and what they know about their immediate 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 the play and levels of interaction of two children with the childminder during one afternoon in the home environment.  
The inspector read 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.
- The inspector carried out some observations of children jointly with the childminder
- Attempts to seek the views of parents prior to inspection were unsuccessful.

### Inspector

Amanda Tyson

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child who is in the early years age range. They live in Tadworth, near Epsom in Surrey. The home is situated within walking distance of local shops, a range of early years community groups, parks, schools and Epsom Downs. The majority of the childminder's house is used for childminding. There is an enclosed rear garden for outdoor play. The childminder works weekdays and Saturdays and is able to offer overnight care if required. There are currently two children on roll in the early years age range.

### What the setting needs to do to improve further

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

- Provide a range of everyday objects and natural resources for babies to explore and investigate so that they can make connections between their play and what they understand about their immediate world ,as well as to encourage them to use their many senses.
- Use puppets, soft toys and real objects as props for storytelling, and display photographs of significant people in children's lives and familiar everyday objects to support children's communication and language skills.

### Inspection judgements

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

Children have settled very well with this newly established childminder and are confident, secure and happy in her care. The childminder gathers comprehensive information from parents about children's personalities, interests, childcare and family background before they start. She uses this information to plan activities that link with their specific interests which makes children want to spend time in her environment. The childminder carries out observational assessments of children using the Development Matters guidance to assist her in identifying children's starting points for learning, gaps in achievement and areas of

talent. These assessments are accurate and the childminder is beginning to use them to inform her planning. The childminder communicates closely with parents about children's learning and development. She is fully aware of her responsibility to complete the newly required developmental assessment on two years olds and to involve parents and children's recent previous early years settings in the process.

The childminder has an increasing supply of toys and learning resources which are stored accessibly for children to help themselves. However, with the exception of some high-quality wooden resources, such as a large colourful glockenspiel, most toys offered to babies are made from manufactured plastic. These challenge children's cognitive development well, for example as they try to post shapes into the correct hole, or push certain buttons to create different actions and sounds. However, few encourage children to explore different texture or help children to understand about their real and immediate world.

Children enjoy weekly visits to the local children's centre where they have access to messy play and learn to socialise with other children. In the home environment babies love making music using the childminder's instruments and when older children turn on music they bounce excitedly showing great enjoyment. Older toddlers who already have good hand skills are challenged by tools such as the play dough machine and pegs which they learn to open and shut using their thumb and forefinger. Children make their own decisions about what they want to do and initiate their own play and learning very effectively. For example, they help themselves to wooden shaped cuboids which they then spend considerable time trying to balance on top of cylinders before deciding to place them side by side to make a square. The childminder is careful not to disrupt children's play but steps in to extend and support children's learning when appropriate. For example, she shows them how to flatten a ball of dough by pressing their whole hand down on the rolling pin which they then go on to do for themselves. As they cut out shapes using different cutters and tools she encourages them to play around with nonsense rhyming words such as 'maca-packer' which challenges their developing speech in a fun way. The childminder has a good range of books and reads stories to children every day. However, she does not use props to support her storytelling and when children do not understand they become distracted. The childminder engages children in interesting and worthwhile conversations but there are few visual prompts for encouraging communication and language.

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

Children are cared for in a safe and secure environment. They have only been attending for a few weeks, but already demonstrate a strong sense of belonging and emotional security in the childminder's care. Babies happily continue playing when the childminder moves momentarily out of sight. Older toddlers confidently make requests for specific activities, ask for a snack and express their fears, such as of the movement of a swing boat in the park. Children learn to adopt good road safety through the childminder's use of the pelican crossing, which children love to operate. Children behave well. Older toddlers show great consideration of babies' needs, for instance that they 'might want a bottle'.

Children know that too many toys on the floor present a risk of tripping and love to help tidy up.

The foundations for young children to adopt healthy and physically active lifestyle habits are being firmly laid through the childminder's nutritious home-cooked healthy meals and use of the outdoors. Mealtimes are a sociable occasion whereby the childminder talks to children about healthy food and encourages babies to feed themselves, which of course is jolly good fun too. Children are encouraged to wash their hands before and after snacks and meals to 'get rid of the germs'. The childminder wears disposable gloves when changing nappies and this, along with her policy for 'sick children' reduces the likelihood of the spread of infection. Children visit parks where they are supported to take risks, go for walks and ride wheeled toys in the garden. The childminder encourages and supports children to take risks by having a go on new play park apparatus. Babies are encouraged to become mobile through visits to the soft play centre where they clamber over different sized shapes. The childminder makes space indoors for children to crawl around, although the wooden floor is quite slippery which tends to encourage bottom shuffling more than crawling. Babies sleep comfortably in a cot at times consistent with their home routines and parental wishes. They go upstairs happily, are soothed to sleep within seconds and wake gurgling fully refreshed and ready for playtime. The childminder monitors children closely when they are sleeping using modern technology which means she can see them in their cot on her mobile phone.

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

The childminder has familiarised herself with the requirements of the reformed Early Years Foundation Stage. She has a good understanding of how to safeguard children and promote their welfare. All records and documentation required for the safe and efficient management of the setting are in place and used well. The childminder has written policies and procedures to cover all requirements and shares these with parents. The childminder makes effective use of risk assessment to minimise accidents within her home. She plans to implement some additional safeguards, such as purchasing fluorescent jackets with her telephone number emblazoned on the reverse for children to wear on outings.

As children are still very new, the childminder's assessment of children's starting points for learning are not yet complete but they are developing well. Plans are in place to review children's progress and to agree a plan for supporting children's ongoing learning journey with parents. The childminder describes her relationship with parents as friendly and trusting and as developing into a strong partnership. The childminder has no cause to work in partnership with any external agencies at the moment but she is aware of the requirements for information sharing if and when the need arises.

The childminder has carried out a rigorous evaluation of her provision, which is clearly demonstrated by her extensive list of priorities for improvement. For example, she plans to create a 'mud kitchen' area in her garden to support the typical interest of boys in

outdoor play; to encourage their creativity and contact with the natural world. Now that children have settled in a fire evacuation practice is planned. Parent questionnaires are in the process of being devised to strengthen her self-evaluation process. The childminder has a wish list for new play resources. This includes adding to the dressing up box and obtaining toys which promote positive images of ethnicity, gender and disability. The childminder makes good use of local authority training opportunities and has committed herself to completing a level 3 early years qualification. The childminder demonstrates good capacity to maintain 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

<b>Unique reference number</b>	EY429880
<b>Local authority</b>	Surrey
<b>Inspection number</b>	789969
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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