

Inspection date

Previous inspection date

26/10/2012

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 carries out a thorough assessment of children's starting points for learning at the beginning of their placement with her. She monitors their progress well and uses what she learns about children's developing interests and capabilities to inform and guide her planning.
- Children demonstrate a strong sense of emotional security and are very happy. This is due to the childminders gradual settling-in procedure, her effective communication with parents about children's emotional and health needs, and the strong attachment she forms with children.
- The childminder makes good use of her dramatic background to encourage children's imagination. She skillfully and sensitively balances supporting with not disrupting children's play and learning and this is helping them to become creative and independent learners.
- Children's good health is successfully promoted, due to the daily opportunities they have to be active both indoors and outdoors. The childminder teaches them about health and hygiene routines through fun play activities and resources.
- The childminder makes effective use of self-evaluation to identify priorities for further improving her practise and provision.

It is not yet outstanding because

- Young children have yet to be offered opportunities to explore and experiment texture

through messy play.

- The environment has no photographs or pictures displayed that provide children with a link to their home lives, to encourage communication and language and understanding of 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 play activities in the childminder's lounge, the lunchtime routine and the sleeping arrangements for babies.
- The inspector looked at the children's daily diary records. This contains all the information about the children's care routines and their progress and development.
- The inspector checked that the childminder has all the required records and documentation to safeguard and promote children's welfare.
- The inspector carried out a number of observations of children's play and development jointly with the childminder.
- The inspector spoke to one parent on the telephone whose views were taken account of.

Inspector

Amanda Tyson

Full Report

Information about the setting

The childminder registered in 2011. She lives in a residential area of Thames Ditton in Surrey. All areas of the childminder's home are used for childminding. Play activities take place on the ground floor where there is a lounge-diner, kitchen and enclosed rear courtyard. Children sleep in a travel cot in the childminder's bedroom on the first floor, or alternatively downstairs. Toilet facilities are located on the first floor. The childminder takes children on daily outings to the park, playgroups and other places of interest. The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. There are currently three children on roll aged under two years.

What the setting needs to do to improve further

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

- display photos of family members, significant people in the child's life, and familiar everyday objects to support children's sense of belonging and their communication and language development.
- introduce babies to messy play to encourage them to explore and experiment using their senses. For example, offer gloop (cornflour and water) in small trays so that babies can enjoy putting their fingers into it and lifting them out.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder provides a calm environment and has an increasing selection of good-quality play and learning resources. Her knowledge of child development, how children learn through play and the importance of enabling children to become creative and independent learners is very secure. The childminder has a good understanding of children's starting points for learning, gained through her observational assessments and close communication with parents. The childminder uses this information to identify what children are ready to

progress to next and provides for this for them within her daily planning. For example, a child's advanced ability to copy rhythms and repeat and remember them after only hearing them once is explored by the childminder to encourage their communication and language skills. The childminder plans time in the day for children to play in an environment free from background noise to encourage children to concentrate on their play and listen to what each other is saying. She makes sensible use of television to support children's learning, for example, by sitting with children to watch one program and then planning play which relates to the theme of what they have watched afterwards.

Children have daily opportunities for free play within the home, to engage in community based activities and first-hand experiences. They are helped to understand about their immediate world through trips out within the community, for example, to feed the ducks, observe the boats on the river and visit the shops. They learn to socialise through visits to a toddler group and play cafe and when they meet up with other children in the local park. The childminder has a drama background which she uses brilliantly to develop children's confidence, self-awareness, and communication and language skills. For example, children have fun practicing facial expressions and using their mouths and tongues in different ways. They enjoy nonsense rhymes and generally playing around with silly words with different sounds. Babies enjoy music, action rhymes and picture books especially those which produce sounds as well. They are developing a repertoire of familiar rhymes and book sequences which make them bounce up and down with excitement as soon as they realise what is going to happen. For example, when the childminder picks up a book which at the touch of a button produces a particular giggle to match different baby faces on each page, babies laugh and gurgle. When the childminder turns to a page with a mirror on it they immediately bring the book forward to see themselves more closely. Toddlers enjoy creating different movements by experimenting with cogs and wheels. Babies discover some texture difference as they handle objects, such as wooden spoons, metal crockery, different materials and textures provided in feely-books. However, the childminder has not yet introduced babies to messy play whereby they can use their hands and fingers to create patterns and marks and discover more unusual textures, such as that produced by gloop, which is made from cornflour and water.

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 extremely happy and settled despite having not been attending for very long. Children settle in to the childminder's environment through a gradual parent-child separation process. By the time they are left for their first full day they have built a warm, and trusting relationship with the childminder. Babies show appropriate caution to strangers. They are quickly soothed by an affectionate cuddle with the childminder if they become tired or anxious. The childminder communicates closely with parents before children start to gain knowledge and understanding about children's routine care needs, usual dispositions and any specific developmental or health needs. The childminder plans well for children's first visit by setting out toys which link with their particular interests. However, there are no photographs of the children or significant people in children's lives displayed to provide them with home links and to encourage communication and language about their

immediate world. Similarly there are no photographs or pictures to help children understand the routine of the day. The childminder claps and cheers, and lavishes verbal praise on children for their efforts and achievements which children are beginning to mimic. The childminder uses books to deliver moral messages, such as sharing, and models kindness. The childminder and parents highlight how beautifully two year-olds and toddlers play together, especially in imaginative play where they take on roles.

The childminder makes good use of outdoors, such as parks and the river, to encourage children to adopt healthy and active lifestyle habits. Toddlers are supported by the childminder to practice climbing and balancing skills on play park apparatus. Babies enjoy the feel of the swing. Children are helped to understand how to look after their bodies through the use of high-quality play resources, such as a wonderful bath set made from fabric for the rag dolls. Children use the detachable shower hose to wash dolls' hair. They towel them dry and dress them according to the weather, for instance in a rain coat, hat and boots to 'keep them dry and warm'. The childminder organises her home to enable the development of crawling and walking, for example, by positioning furniture so that they have something to pull themselves up against. The childminder gives babies finger foods to encourage them to grasp things in the palm of their hand. As they get older and have access to crayons and chalks they progress to using their index finger and thumb, otherwise known as the pincer grip which prepares them well for writing.

Babies show that they feel safe and secure when they let go of furniture to take a few wobbly steps towards the childminder's outstretched arms. The childminder promotes road safety when they are out and about by encouraging children to press the button on the pelican crossing. Children's awareness of diversity is raised as they access resources, such as the 'giggle book', rag dolls and small world figures which depict positive images of ethnicity, disability and gender.

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

The childminder has made a good start to childminding. She has focussed, appropriately, on getting to know and understand the individual needs of the children in a short period of time and establishing effective relationships with parents. Children's welfare is safeguarded well. All required records and documentation are in place and effectively used to support children's health and development. The childminder's knowledge and understanding of what to do if she is concerned about a child is secure. She makes effective use of risk assessment to minimise accidents within her home and to keep children safe on outings.

The childminder is becoming increasingly familiar with the publication 'Development Matters in the Early Years Foundation Stage', which she uses for guidance. Her assessments of children's starting points for learning are perceptive. She tracks children's progress closely and is using this information well to move children on in their learning. Possible gaps in achievement are being closely monitored and areas of talent are recognised and supported to ensure children remain consistently challenged.

The childminder is a reflective practitioner who is committed to developing her knowledge and skills. She demonstrates good awareness of her strengths and areas for further development. Priorities for improvement are well targeted. For example, the childminder is keen to develop a more systematic approach to documenting children's learning and development and for sharing this with parents. She has made arrangements for a local authority early years advisor provide her with guidance, most importantly because she does not have full access to computer technology. The childminder has lots of ideas for further supporting children's play and learning, such as for obtaining a collection of hats to introduce young children to 'dressing up'. In recognition of the interest babies show in seeing their reflection in a small mirror she has prioritised getting a large one to enable them to see their full reflection as they play. The childminder plans to introduce additional safeguards for outings, such as providing children with a wrist band detailing her mobile telephone number and identity cards for her to carry detailing children's personal information and parent contact details to use in the event of an emergency. The childminder has not yet used a camera but is clear about her responsibility to protect photographic data of children if she does use one in the future.

The childminder has no cause to work with any external agencies or other early years settings at the moment but she understands her responsibilities for sharing information. Parents are well informed about how children learn through play and of the milestones children achieve through the use of a daily diary. A parent described how delighted they were with how well children have settled in. They emphasise how much children have learned in a only a short time of attendance, giving examples of their ability to engage in pretend play, develop musical skills and of their rapidly developing communication and language skills.

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.
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	EY437946
Local authority	Surrey
Inspection number	787977
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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