

Inspection date

Previous inspection date

24/10/2012

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 are happy, confident and play well because the childminder organises her home effectively and provides a welcoming environment. They develop close relationships with the childminder as she has a warm affectionate caring manner.
- Children make good progress in all areas of their development due to a good balance of planned and child-led play.
- The childminder promotes children's health well as she has very good hygiene routines and they play in an exceptionally clean well-maintained family home.
- The childminder develops very effective partnerships with parents. She actively involves them in their children's development and learning.
- The childminder is well motivated and enthusiastic about childminding and continually reflects on her practice.

It is not yet outstanding because

- The provision for outside play does not include a wide variety of opportunities for children who learn best in an outdoor environment.
- Children do not see photographs of themselves in displays so they can remember places, familiar people and objects to encourage and develop communication and language skills.

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 a child in the early years age range present during the inspection.
- The inspector observed the childminder's practice and talked to her during the inspection.
- The inspector reviewed documents presented by childminder and briefly sampled policies and children contracts and records relating to the Early Years Foundation Stage and Development Matters, including children's development records and observations.
- The inspector considered parents' views; though they were not available for interview, they provided comments through the childminder's feedback questionnaires.

Inspector

Carol Willett

Full Report

Information about the setting

The childminder registered in 2011 She lives with her husband and young child in a house in Hook, Hampshire. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. Children play mainly on the ground floor. They go upstairs to sleep in an allocated bedroom. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children on roll, one of whom is in the early years age range. The childminder takes children to a variety of children's groups.

What the setting needs to do to improve further

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

- display photographs of the children, special people in their lives, activities done and places visited with the children, so they can talk about them to further develop their language and communication skills and sense of belonging
- develop the outside play area further to provide a variety of resources and activities that cover all areas of learning to maximise the learning opportunities for children who learn best in an outdoor environment.

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 as the childminder provides a good balance of adult-led and child-initiated play within a welcoming child-friendly, family home. The childminder has a good working knowledge of the Early Years Foundation Stage which enables her to plan well for children's learning. She has good childcare skills and she has a warm caring affectionate manner so children are happy and secure in her care. She observes the children as they play and she plans activities to further develop their skills and understanding. For example, she notices children do not like getting their hands messy and plans activities to help them overcome this. She provides jelly play and her

calm reassuring encouragement helps overcome their reluctance to play. They smell, taste and feel the jelly, learning a new word as they giggle as it wobbles, enjoying the tactile sensory experience. The childminder interacts well with children and has good teaching skills which helps to develop children's communication and language. She joins in with their play and introduces new words, as children love to look at books. They also see words in other languages as the childminder has books in Polish, which is her home language. The childminder has not considered the benefits of displaying children's photographs to develop their communication and language skills and sense of belonging further.

Children learn about numbers as they count and sing number songs. The childminder plans a good range of outings to parks and toddler groups and local amenities. For example, they go to the pond to feed the ducks and collect leaves for printing and making collages. This develops children's interest in the natural world. Planned activities, including crafts and baking, develop children's knowledge of different cultural celebrations. The childminder provides good opportunities linked to children's developing physical skills, encouraging them well as they move from crawling to walking. She provides a wide range of activities and children enjoy playing with pushbutton musical activity toys and learning how technology works. The childminder provides familiar daily routines so very young children are settled and secure. They enjoy a quiet time before lunch when they all sit together to watch a DVD of children's nursery rhymes. They happily join in with familiar songs as they copy the actions to 'twinkle, twinkle little star'. The childminder has a good range of resources to support children's imaginative play.

The childminder uses her observations effectively to track children's progress in the learning journal. This helps her to plan and provide activities for children's development so they make good progress from their starting points. The childminder summarises children's progress and shares this with parents so they work together and share ideas for children's learning. Overall, the childminder plans and provides a broad range of toys and activities in her home that interest and stimulate the children. However, the resources in the garden are mainly focussed on children's physical development rather than all areas of their learning. This does not fully support children who learn best in an outdoor environment.

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

The childminder has an obvious love of caring for young children. She is very caring and attentive and she quickly establishes strong bonds with the children. She works closely with parents and offers flexible settling-in sessions to meet the families' needs. She uses her observations and discussions with parents to identify and plan for children's needs right from the start. This helps children to feel secure in her home as they separate confidently from their parents. Children clearly feel very safe as they sleep well in her home. They snuggle with the childminder as they wake from sleeping until they are ready to get down and play. The childminder has a very calm and relaxed manner and consequently the children are relaxed and play well. Children play and behave well as they childminder provides a positive learning environment where they are engaged in

purposeful play at all times. The childminder makes toys freely accessible, sits on the floor with the children, and supports their play well. She has a few house rules and provides clear gentle explanations and reassurance. This helps young children learn to manage their strong emotions and behaviour. For example she gently reminds children not to stand on the sofa so they do not fall.

Children develop in independence as they have easy access to a good range of high quality toys and equipment. The childminder encourages their developing skills as they learn to walk and feed themselves in a safe environment. The childminder promotes children's good health extremely well and they play in an exceptionally clean, well-cared for family home. She cleans up quickly and thoroughly after messy play activities. Children develop a good awareness of healthy lifestyles as the childminder has firmly embedded daily hygiene routines which help limit the risk of cross infection. Children hold their hands up to be wiped before and after they eat and they lay down on the changing mat to have their nappies changed. Children benefit from a healthy diet and have easy access to water and milk to drink. The childminder works closely with parents who currently provide all meals for their children. They have a shared understanding of healthy eating so children enjoy plenty of fresh fruit and vegetables daily.

Children go out each day to play in the fresh air and enjoy outdoor play in parks and the childminder's own garden. They enjoy dancing and singing as they watch a children's DVD. They develop skills and confidence on larger equipment as they visit the local park and a soft play centre. Children generally enjoy a wide range of resources and planned activities in a stimulating learning environment. However, the childminder does not use the outdoor play area fully to extend opportunities for children's progress in all areas. The good childcare skills and the positive interaction from the childminder helps ensure children make good progress in all aspects of their development so they are ready for the next stage in their learning.

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

The childminder has a secure understanding of the procedures to follow to keep children from harm. She has a written safeguarding policy and she is confident about child protection procedures. She attends training and knows what steps to take if she has concerns about the children. Children play in a very clean and safe welcoming family home as the childminder places high importance of children's safety. She completes thorough risk assessments and daily checks and takes positive steps to minimise hazards so children stay safe. For example, she keeps her front door locked and has a safety gate on the stairs. The childminder has good procedures relating to accidents, medication and sickness, which effectively promotes children's welfare.

The childminder has an open, friendly manner and quickly develops good partnerships with parents. She has flexible settling in procedures, which help child with the transition into her home. She obtains useful information from parents so she understands each child's needs, abilities, interests and preferences. This enables her to provide for their

needs right from the start. Children receive consistent care as the childminder shares information well both in writing and through good daily discussions.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and associated guidance. She has good childcare skills and an obvious love of being with children and she clearly understands how children learn. She uses her observations and information from parents to plan effectively for children's development. The childminder is aware of the importance of working in partnership with other agencies to support children's care and learning.

The childminder has started to evaluate her provision and she is aware of her strengths and areas for development. She is very enthusiastic about caring for children and she is keen to update her knowledge and skills. She involves parents in the evaluation process through her questionnaire. Parents provide positive comments such as 'the house has a lovely calm atmosphere and children enjoy lots of activities' and 'children settle well as the childminder provides lots of fuss and attention and lots of good interactions'. The childminder uses the internet and attends training to extend her knowledge of childcare and education and to gain ideas for activities. She monitors the effectiveness of children's learning by regularly reviewing their progress to identify any areas for further development. The childminder assesses her own training needs and is keen to increase her knowledge and skills through ongoing training.

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	EY423936
Local authority	Surrey
Inspection number	775949
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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