

Inspection date

Previous inspection date

08/11/2012

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's self esteem is greatly nurtured due to the caring nature of the childminder.
- Children show they feel safe and secure in the care of the childminder through the great bond that has grown between them.
- Children's communication skills are a key strength due to the questioning and descriptive words which the childminder uses all the time.

It is not yet outstanding because

- The range of resources used to support children's learning in the communal outdoor area is not extensive.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, a selection of children's records and spoke with the childminder about her self-evaluation.
- The inspector observed activities inside the home.

Inspector

ISP Inspection

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and one child who is in the early years age range in Epsom, Surrey. The childminder's home is on the first floor of a block of apartments, with no lift access. The premises are close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. There is a communal garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. There are currently four children on roll and of these three are 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:

- extend the range of resources used outdoors to support children's learning.

Inspection judgements

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

The children are happy and settled and have built strong bonds with the childminder. The childminder knows the children well and is able to successfully plan to progress their learning and development. She makes detailed assessments of children's progress and links these to the seven areas of learning and to Development Matters in the Early Years Foundation Stage. As a result she can identify children's progress in all areas and plan for their individual learning needs. Children are making good progress with their learning and development from when they first start in her care. This helps to prepare them for school or the next stage in their education.

Children enjoy exploring jelly. The childminder mixes two different flavours and colours and talks to the children about the different smells and the difference in colour. The children's communication skills are greatly nurtured through childminder's highly skilled use of open-ended questions and descriptive words. The childminder adds different objects to the jelly, such as cereal. This enables children to explore different textures. Children regularly use the communal outdoor play area but the range of resources that the childminder takes out for them is not extensive. They do not fully support children's learning in the outdoor environment.

The childminder is fully aware of her role in implementing the two-year check. She has related paperwork that has been given to the parents and is looking at adapting her current paperwork to carry out the checks. Parents share with the childminder what they have been doing with their children at home and this is used to further enhance the children's learning and development.

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

The childminder makes good use of the garden and local playgrounds. These are used daily to enhance the children's physical development. The childminder talks to the older children about health lifestyles and the effect exercise has on their bodies. During meal times the childminder talks to the children about what they are having and the importance of drinking. This helps children learn about healthy eating and their physical needs. The childminder also talks about the importance of sleep. Set routines such as reading stories before lunchtime naps, calms the children and prepares them for their sleep.

The childminder works well with the children setting clear boundaries for their behaviour. She talks to the younger children about using 'kind hands' when they pull hair. The childminder talks to the children at an age appropriate level so they can all understand what she is talking about. Given the children's ages and stages of development they behave well.

The children enjoy snuggling into the childminder when having bottles and reading stories. The childminder is close at hand to offer support and reassurance for them. When she leaves the room she continually talks to the younger children to reassure them she is still there and what she is doing, such as getting the flannels from the bathroom. There is very good eye contact when bottles are being given, which teaches the children about facial expressions and builds their self-esteem. As a result children feel safe and secure and develop high levels of confidence.

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

The childminder has a good understanding of child protection and how to safeguard the children in her care. She understands what to do if she has concerns about a child in her care. Regular risk assessments take place to keep the children safe from harm both in the home and on outings. The childminder also carries out fire drills which are evaluated to enhance further the children's safety and well being. The childminder keeps herself up to date with any changes to legislation and this information is passed on to the parents. The childminder has a secure knowledge of the safeguarding and welfare requirements. She also has a good understanding of the learning and development requirements and makes effective assessments of children's progress which she uses to plan for their individual learning needs. She also uses them to help her monitor the effectiveness of the educational programme.

The childminder evaluates her provision to identify areas for further development. She works closely with the parents to make sure she is meeting the individual needs of the children. Any issues and suggestions are quickly worked on by the childminder. This makes sure her service is responsive to its users. The childminder uses the views and thoughts of the older children to shape the activities and outings they participate in. The childminder works well with the schools the children attends. She finds out what the teachers are working and enhances this further at home. This provides good continuity of care for the children. The childminder books training courses that benefit both her and the

children she cares for. Current training includes planning activities for children aged one to two years.

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	EY445383
Local authority	Surrey
Inspection number	797865
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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