

Inspection date

Previous inspection date

22/11/2012

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

- The childminder has a good understanding of how to support children's development. Consequently, children make good progress in their learning.
- Children have good relationships with the childminder. They are happy and totally at ease in her care.
- The childminder is enthusiastic and has a very positive attitude towards continually improving her practice to benefit all children.
- Partnerships with parents are good. Information regarding children is continually shared to ensure their individual needs are well known and to promote continuity of care.
- Children's personal, social and emotional development is very good. They are confident and have a well-developed sense of fairness.

It is not yet outstanding because

- The childminder respects individual children's backgrounds and has formed positive partnerships with children and their family members. Children have some opportunities to learn about aspects of their diverse backgrounds, but the childminder currently has no books or resources representing their individual backgrounds to enhance their learning in this area.
- The childminder teaches children about routine hygiene practice but has not firmly established routines that continually reinforce how children can look after themselves.

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 viewed the areas used by children for play and sleep.
- The inspector observed children's play.
- The inspector sampled the childminder's documentation.
- The inspector discussed with the childminder how she supports children's learning and development.
- The inspector took into account the written views of parents about the childminder's practice.

Inspector

Cathy Hill

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and young child, in a ground floor flat in Epsom, Surrey. The whole of the home is used for childminding activities. There is a communal garden for outdoor play and children are taken out regularly. The childminder is registered on the Early Years Register and on both the

compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age group on a part-time basis during the week.

What the setting needs to do to improve further

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

- improve the educational programme for understanding the world by providing books and resources which represent children's diverse backgrounds
- improve children's opportunities to learn about self-care by establishing routines that enable children to look after themselves, for example, reinforcing hand washing before eating and after going to the toilet.

Inspection judgements

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

The childminder knows the children in her care very well and effectively supports their learning and development. Consequently, children make good progress in all learning areas. Their personal, social and emotional development is a particular strength. They have good self-esteem as a result of the praise and encouragement they receive from the childminder. They demonstrate a very well-developed sense of fairness, turn taking and sharing. For example, children have great fun and squeal with delight as they run across a dance mat and hear the sounds made by pressing on the mat sensors. They have a go and then look at the childminder and tell her to have a go. They laugh as the childminder places a vibrating toy ball against the different parts of their body as they name and point to them, including their 'tootsies'. They then suggest to the childminder she places the ball against other children's 'tootsies' so they too can feel the tickly sensation. Children show a good motivation to learn as they actively engage in a variety of activities. They show controlled physical skills as they carefully and competently climb onto a rocking snail and move their bodies to make the snail rock back and forth. They seat themselves at a child-height table and pick up a crayon in each hand to make marks on paper. The childminder skilfully uses opportunities as they arise to develop and challenge children's learning. She names the colours of crayons to develop children's vocabulary and encourages children to further develop their mark making by suggesting they try and draw around their hand. The childminder demonstrates with her own hand and children watch carefully and then copy her actions. Children develop an awareness of numbers as the childminder clearly counts the fingers on their hands.

Children take ownership of developing their language skills as they repeat words said by the childminder. They understand what the childminder says to them and respond positively to the childminder's enthusiastic and fun approach to learning, often asking for 'more' to prolong activities they particularly enjoy. They show an interest in literature as they take a book to the childminder for her to read to them. Children handle books carefully and turn the pages as the childminder asks them questions about the pictures. They recognise and name fruit they see in the pictures, such as pears and strawberries. They show an understanding of how things work as they pick up play phones and hold them to their ear before saying 'hello'. They have good opportunities to learn about the wider and natural world through outings with the childminder to places such as the library, farm and sea life centre.

Parents are very much involved with their child's learning and confirm the childminder is 'constantly teaching their child new things'. Parents share information about their child's starting points with the childminder. The childminder also completes an assessment of children's abilities once they have settled into her care. Thereafter, she maintains a detailed learning journal for each child with observations of their development and their next steps in learning. Parents are encouraged to continually share information about their child's interests so the childminder can plan activities which will engage and stimulate them. The childminder is aware of the requirement to carry out a progress check on children when they are two years old. She is looking into training courses to further develop her knowledge of this stage of development.

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

The childminder is very kind and caring towards children and supports their emotional well-being effectively. Children have secure, trusting relationships with the childminder and turn to her readily for support or reassurance as needed. They are comfortable in her home and giggle and smile during play, showing they are at ease in her care. The childminder liaises with parents to ensure her settling-in procedures allow a smooth transition for children from their home to her minding environment. Good detailed information shared by parents allows the childminder to organise her time and space to meet children's individual care and learning needs. She displays educational posters at child-height showing, for example shapes and healthy foods, to provide a stimulating surround for play. She has a generally good range of age appropriate toys which children freely choose from as they play. However, she currently has no books or resources to provide children with independent opportunities to learn about their diverse backgrounds. Children behave very well as the childminder is attentive to their needs. They are able to follow their own interests which reduce the incidents when they may feel frustration. The childminder acts as a positive role model regarding good manners and consequently, children follow her lead and politely say 'please' after asking for more grapes at snack time.

Children are developing a good understanding of a healthy lifestyle. The childminder takes them out regularly for fresh air and exercise. Children move freely and confidently around the home, showing good control of their body. They are able to play or rest according to

their needs and the childminder provides them with healthy food, such as fruit at snack time. Children are developing the skills they need for their next stages in learning. They independently hold their cup as they freely drink when thirsty and carefully place their cup on the table when no longer in use. The childminder maintains a clean home environment for children and teaches them about hygiene routines, such as hand washing. However, these routines are not yet firmly established to provide children with ongoing reinforcement about self-care. Children feel safe in the childminder's care and are confident to move away from her to explore the variety of toys at their level. They show an awareness of safety as they hold the handles on a rocker as they move back and forth. During imaginative play they pour a cup of tea and when the childminder asks them what they do if it is hot they immediately blow into their cup of make believe tea to cool it.

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

The childminder is very enthusiastic about her role and has a good understanding of the learning and development, safeguarding and welfare requirements of the Early Years Foundation Stage. She successfully observes and monitors children's development and plans for their progression. The childminder has good relationships with both parents and others involved with children's care and learning. Children benefit from the positive communication between their main carers as it means their needs are well known and consistently catered for. Parents are 'very happy' with the childminder's service and state she is 'fantastic'. The childminder maintains all required documentation. She is secure with her understanding of safeguarding procedures and has a detailed policy to underpin her practice. She risk assesses both her home and outings to identify and minimise any hazards to keep children safe. She keeps a record of visitors to her home and a record of the fire drills she practises with children.

The childminder has a very positive attitude towards continuous improvement. She has completed Ofsted's self-evaluation form showing a detailed reflection on her practice. She is proactive in accessing information online to help her assess her practice and prepare for the recently revised Early Years Foundation Stage framework. The childminder is keen to access further training to develop her knowledge of early years care and education. She recognises her strengths as her relationships with children and their parents and the activities she provides to stimulate children's interest and learning. The childminder has identified areas for further improvement, such as increasing her resources that encourage role play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY445142
Local authority	Surrey

Inspection number	800731
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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