

Inspection date

Previous inspection date

22/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop confidence and enjoy their time with the childminder who enables them to take part in an appropriate range of activities and play experiences, both inside and outside the home.
- The childminder develops positive relationships with parents and provides them with information in the form of a daily diary and informal discussion.
- The childminder provides a homely environment where children choose from a range of age-appropriate toys and equipment.
- The childminder supports children's communication and language development through regular singing and story time.

It is not yet good because

- The childminder does not consistently gather information from parents with regard to children's starting points. Therefore, not all activities fully engage and challenge the children.
- The childminder has not fully developed children's understanding of hygiene and safety issues.
- The childminder is not fully monitoring and evaluating her practice to make sure that she is improving outcomes for children.
- The childminder is building warm relationships with the children. However, there are

few opportunities for children to see photos of themselves and their families.

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 activities with the children in the lounge.
- The inspector viewed documentation such as children's files, risk assessments, policies and procedures.
- The inspector spoke to the childminder at different times during the inspection taking into account the needs of the children.
- The inspector took account of the views of the parents through written documentation.

Inspector

Lorraine Sparey

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Ashford, Middlesex. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is

registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range. The childminder walks to local schools to take and collect children. The family has a dog which has some contact with the children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for physical development by being alert to children's safety, by explaining to them why safety is an important factor in handling equipment and establishing routines that enable children to look after themselves such as hand washing
- review the systems to gather information about children's starting points and how to plan and provide a challenging experience for each child.

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

- share photographs of children's families, friends, pets or favourite people to further develop children's understanding of their own identity
- develop a culture of reflective practice by introducing a process of rigorous self-evaluation.

Inspection judgements

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

Children enjoy their time with the childminder. They participate in a range of appropriate play and learning opportunities in the home and the various groups they attend throughout the week. The childminder supports children's independence and choices in their play. She provides a range of age-appropriate toys and equipment that children can freely choose from. Resources for babies and toddlers are rotated to keep their interest. However, the childminder has not fully considered how she can extend the children's play and learning to keep them engaged and focused. Nonetheless, children make satisfactory progress in their learning and development.

The childminder demonstrates basic knowledge of the revised Early Years Foundation Stage framework. She has recently attended a workshop on observation and assessment and completing the two-year-old progress check. The childminder is currently considering

what system she will use when recording children's progress. The information she gathers from parents about children's starting points varies. As a result her planning does not fully support all children in making maximum progress. The childminder has not fully considered the children's interests to support them in their play. For example, a child shows interest in posting letters into a post box. The childminder encourages the child to find the correct letter for the correct envelope and post them into the slot. However, there is no discussion about letters or posting parcels to extend children's interest and learning.

The childminder is supporting children in building their communication and language. Parents report their children's vocabulary is improving and they learn the names of animals such as rhinoceros. Children show interest in cars and the childminder notices they pretend to fill them with petrol. She says 'Are you going to get petrol in your car? You need to fill it up'. A child says 'row' and the childminder recognises they want to sing row your boat. The childminder starts singing the rhyme and the child moves completing the actions. The child pretends to cry and the childminder says 'not yet' and sings the next verse and praises the child as they get it right. The childminder suggests singing the child's favourite song the 'Grand Old Duke of York'. The childminder supports children in recognising themselves. Babies enjoy their own rhymes and smile as the childminder says the five little piggy's rhyme. All children explore looking into a mirror from different angles. The childminder encourages them to find their nose. Consequently children develop suitable skills that will help them prepare for the next stage in their learning.

The childminder provides opportunities for children to develop their physical skills. They visit the local park and children's centre where they participate in activities such as running, jumping and climbing. This helps children become aware of the different ways their bodies can move.

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

The childminder is building warm and trusting relationships with the children. They are comfortable to approach her for help and cuddles. They benefit from her showing a genuine interest in what they are saying and doing. The childminder encourages a child to talk on the play phone to their parents. The child says 'hello daddy' and the childminder encourages the child to ask what they are doing. The child smiles. Some of the children call the childminder mum. She immediately corrects them saying mummy is at work. However, there are no photographs of the children's families to help support their understanding of their own families further. Children's behaviour is appropriate for their age and stage of development. The childminder encourages them to share the toys and to learn to respect and value others.

Some aspects of the childminders practice support children's well-being. However, she has not fully considered children's health and safety with regards to the pets. For example, when young children are playing on a play mat or directly on the floor the dog is close by. The dog likes to be close to the children and they enjoy playing near it. On occasions, the childminder does not support children in remembering to wash their hands before eating, after touching the dog. Consequently, they are not always learning about healthy habits.

Children are beginning to learn about safety. The childminder reminds them about being careful as they move around the home. At times, the children remove all the toys from the storage and the floor becomes cluttered. This does not fully support children's understanding of how to keep themselves and others safe.

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

The childminder is relatively new to childminding. She has attended some training including how to provide appropriate play and learning experiences to help children make steady progress in their development. She has devised policies and procedures to support her in meeting children's health and well-being requirements, but these are not always implemented fully. The childminder shares these with parents to enable them to understand her role and responsibility. She has attended safeguarding training and is aware of the appropriate procedures to follow in the event of a concern with regard to a child's welfare. The childminder provides a generally safe and secure environment. She has completed risk assessments on her home, garden and the many outings they go on in the community. This enables her to assess hazards and minimise most risks to children.

The childminder is beginning to consider her childminding practice to enable her to reflect on aspects she is doing well and areas to develop. The childminder meets with other childminders and has a childminding mentor who is available for support and advice. This enables the childminder to evaluate her service. However, these systems are not fully embedded to enable her to identify all areas that require development. For example, how to extend and challenge children's learning further.

The childminder is building positive relationships with parents and carers. She has systems in place to gather information about children's individual needs and routines. Consequently, the transition from home to her setting is smooth. The childminder offers a daily diary detailing the day's events, in addition she verbally informs parents about their child's time with her. Parents' report through documentation that they feel welcomed, and that the childminder has an open, relaxed and professional approach. Parents say that their children feel at home and are making progress and that the childminder has a good understanding of their children's individual needs. The childminder does not have any children attending that require her to share information with other early years professionals or settings. However, she has considered how she would do this and feels that she would go with the parents initially to meet them. This would enable her to develop a cohesive approach to the children's learning and development.

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	EY444998
Local authority	Surrey

Inspection number	798858
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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