

## Inspection date

Previous inspection date

28/11/2012

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

- The childminder understands the needs of school aged children at the end of the day. She knows that they are tired and meets their needs and interests by providing resources to support their preference for imaginative and creative play.
- The childminder uses picture flash cards to support children learning English as an additional language to develop their use of English
- The childminder provides parents with daily written information detailing the activities children have participated in and of any achievements.
- Children are well behaved and school aged children are particularly supportive of younger children.
- The childminder provides healthy balanced meals and is proactive in trying different tactics to encourage children to try new tastes.

### It is not yet good because

- The childminder 's knowledge and understanding of the new framework is not fully embedded in her practice
- Parents are not provided with all the required information, for example to explain the Early Years Foundation Stage.
- The childminder has not established a full and effective partnership with children's school teachers to support children's final year of the Early Years Foundation Stage.

- Activity planning is not yet fully developed to promote healthy eating.

### 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- The inspector observed children's play in the home environment during an afternoon when older children had arrived in from school.
- The inspector carried out joint observations with the childminder.  
The inspector looked at the daily diaries that the childminder uses to record information about children's activities and developmental achievements for parents to read. She also looked at various records and documentation kept by the childminder and the written information she s gives to parents.
- Two parents were spoken to via telephone before the day of inspection. Their views were taken into account.

### Inspector

Amanda Tyson

### Full Report

#### Information about the setting

The childminder was registered in 2008. She lives with her two children in Epsom, Surrey. The whole of the house is used for childminding. Play activities take place in the lounge,

enclosed garden and the childminder's children's bedrooms. Toilet facilities are located on the first floor. The home is situated within walking distance of a primary school, parks and wide open spaces. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range, one of whom attends fulltime school. The childminder also cares for child aged over eight.

### **What the setting needs to do to improve further**

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

- provide parents with information to explain how the Early Years Foundation Stage is being delivered, including the arrangements for completing the two year progress
- update knowledge and understanding of the Early Years Foundation Stage: and the assessment requirements; to ensure that children make the best possible progress given their age, ability and starting points.

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

- strengthen the programme for promoting healthy eating through play and learning activities, for example read stories involving food and introduce cooking activities
- improve the system for sharing information about children's learning and development with the schools that children attend; to enable consistency and continuity of learning support for all children

### **Inspection judgements**

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

The childminder provides a range of activities that enable children to access all areas of learning. From their starting points when they start attending children make steady progress in their learning and development. However, the childminder's knowledge of the new framework and methods of assessing children's progress is not fully embedded in her practice. This means progress is not consistent in all areas. Despite this, young children, are making generally good progress in their development. For example, daily trips to the park have helped them develop the confidence to climb up and come down a slide and they enjoy playing in the childminder's garden on the see-saw. Children learn about nature as they feed the ducks and observe squirrels. Children's early writing skills are encouraged

as they use chalks in the school playground whilst waiting for older children to come out. In the home environment they use pencils and paint brushes with developing competence. Children enjoy looking at books that depict their favourite television characters and that which produce sounds when they touch buttons, but have yet to listen to a full story. Children enjoy action rhymes. They are not yet singing along to all the words, but listen carefully for the bit in a rhyme where they get to scream. The childminder engages children in conversation and uses picture flashcards to encourage children with English as an additional language to learn new words. School-aged children enjoy putting on shows using technology such as a microphone, and engaging in arts and crafts.

Young children enjoy painting. However, they have few opportunities to explore using their senses, such as with their hands in gloop (a mixture of cornflour and water). Children on roll are approaching their second birthday, but the childminders knowledge and understanding of the requirement to carry out the two year progress check is insecure. The childminder recognises children's developing progress in some aspects of learning, such as speech and language. However, gaps in her knowledge of the early learning goals mean that assessment is not precise enough; there is no system for checking that children are achieving what is accepted of them for their age. The information detailed by the childminder in the daily diary that goes home to parents at the end of the day provides a good overview of the children's activities and any achievements, but lacks precision. Nonetheless, they work consistently together to support specific aspects of children's development, such as walking. The childminder introduces herself to children's reception class teachers and is aware of the class topic, for instance 'letters and sounds'. However, she is unaware of children's individual learning plans which mean that opportunities to support children's identified learning needs may be missed.

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

Children are happy and feel safe within the childminding environment. This is because they have a secure attachment with the childminder, her family and the other children. The childminder's positive relationships with parent's means that concerns about children's wellbeing are shared and acted upon. However, weak links with children's schools limit the support she is able to provide children with during their first year at school. Road safety rules are reinforced during the walks to school and children are taught how to behave if a dog approaches them in the park so as to minimise any accidents. The childminder practises fire evacuation with the children the older ones of whom clearly explain what to do and why.

Children behave well and older children are good role models to younger children to whom they are kind and considerate. The environment is well resourced overall. Younger children have become fond of certain toys and older children make very good use of all the imaginative and creative resources the childminder has. The garden is equipped with a very good quality apparatus to encourage physical challenge.

Children keep healthy and active through the childminders use of the outdoors, for example they visit the park most days, play in the garden and walk to school. The

childminder encourages children who are less interested in food to try new tastes. However, there are missed opportunities to target health needs through planned activities, for example those that involve food and promote healthy eating such as cooking, looking at books and role-play.

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

The childminder has a good understanding of safeguarding children issues and is secure in her knowledge and understanding of the procedure to follow if she has concerns about a child's welfare. She carries out risk assessments successfully to minimise accidents to children and to help ensure their safety when on outings. The childminder has appropriate policies and procedures in place to support children's welfare. For example, she obtains a full health history on children, she finds out what languages children speak at home and who they live with. Required records, such as for documenting accidents and administered medication are all in place. The childminder's public liability insurance is automatically renewed each year and she has recently updated her first aid certificate.

The childminder has a generally good understanding of how children learn and develop. However, her knowledge and understanding of the new framework is not fully embedded in her practice. This makes it difficult for her to identify gaps in children's progress and to plan for their next steps in learning, particularly when needs are complex. The childminder's insecure knowledge of the Early Years Foundation Stage also impacts on the quality of her self-evaluation process. This is because she is not assessing herself against rigorous enough criteria. The childminder has not provided parents with information to explain the Early Years Foundation Stage which is a requirement.

Priorities for improvement are focussed on meeting children's needs. For example, the childminder plans to start taking younger children to a community play session to encourage their social skills as soon as they no longer need a morning sleep. Overall, the childminder demonstrates strong capacity to improve her practice. She expresses a commitment to updating her knowledge and skills through reading and by making use of the local authority training workshops.

The childminder has good systems for supporting a strong partnership with parents in place. She shares information about children's daily activities and developmental progress through the use of a daily , photographs, video footage and verbal exchanges. Parents hold her in high regard and describe how much children enjoy attending. They say that they are delighted by the childminder's understanding of how tired children get when they first start school. Parents praise the childminder's commitment to respecting their wishes, such as not watching too much television and for encouraging them to walk more. However, not all required information, such as to explain the Early Years Foundation Stage is shared with parents. The childminder's understanding of the need to share information with the schools children attend is less secure. A working partnerships with the schools children attend is not fully developed.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect.

## 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

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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

<b>Unique reference number</b>	EY383875
<b>Local authority</b>	Surrey
<b>Inspection number</b>	724083
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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