

## Inspection date

Previous inspection date

21/11/2012

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 supports children's personal, social and emotional development well. She shares affectionate and caring interaction with children, providing close physical reassurance, encouraging their self-esteem and confidence.
- The childminder provides a cosy homely environment where children feel welcome, secure and enjoy being.
- The childminder has a positive attitude to developing and improving her practice.

### It is not yet good because

- The childminder's use of observations and assessment of children's development is not used consistently to plan activities that provide suitable challenge for children.
- The childminder's use of self-evaluation is in the early stages and is not yet used consistently to reflect, identify weaknesses, and effectively prioritise and plan for future improvements.
- The childminder's systems to work in partnership with other settings children attend are in the very early stages. They are not yet developed to fully support children at times of transition, such as the approaching change to nursery.

## 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 spent the inspection time with the childminder observing her and the children she was caring for. This took place in the childminder's home.
- The inspector sampled children's information and development records.  
The inspector shared ongoing discussion and joint observations with the childminder throughout the visit. Safeguarding was discussed with the childminder and her policy sampled.
- Parents views were gathered through recently completed questionnaires and a recent reference.

### Inspector

Jane Nelson

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband, adult child and teenage child in Englefield Green, Surrey. The home is close to local transport links, schools and shops. The ground floor of the childminder's home is used for childminding and there is an enclosed garden for outdoor play. The family has a pet hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder's daughter is also registered as a childminder at the property. The childminder is currently caring for two children in the early years age range, one of whom attends on a part-time basis, and two school age children.

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

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

- improve ongoing assessment to ensure observations on children identify their level of achievement, interests and learning styles. Use these to plan challenging learning experiences for each child across all areas of learning.

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

- develop effective information sharing and partnership working with other providers, schools and professionals in order to support children at times of transition
- develop the use of thorough self-evaluation to be more consistent in identifying weaknesses, in order to be effective in prioritising and planning for future improvements that support children's achievements.

### **Inspection judgements**

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

The childminder is forming secure bonds with children and shares affectionate and caring interaction with them. This helps children develop confidence and feel secure and settled in her care. She provides a cosy, welcoming home environment and a range of toys and play experiences that children enjoy and are interested in. As a result, children are supported in making sound progress in their learning and development. The childminder notices what children enjoy and follows some of their interests. For example, she has observed their interest in a toy garage they use at a toddler group and has provided one for use in her home. However, the childminder's use of observations and assessment of children's development is not used consistently to plan activities that provide suitable challenge for children. This has an impact on how children are supported in their progress. For example, she observes when children are confident in some aspects of a skill, such as,

completing a tray puzzle. However, she is not yet using this knowledge to provide more challenging learning experiences, such as slightly more complex puzzles or a book with puzzle pieces, that will help children progress.

The emphasis the childminder places on helping children feel secure and building their confidence is helping to prepare them for the next stage of their learning. They are becoming familiar with what is expected of them and parts of the daily routine, such as when it's snack time. Children listen to the childminder and follow simple requests, such as helping to pick some toys up. Children respond to her conversation and descriptions of what they are doing, repeating odd words they hear and recognise in her conversation. The childminder sits on the floor with children as they play, supporting their communication skills by chatting, and talking about what they are doing. Children respond to the suggestion that they get the play dough out and help clear a space on the floor for the play mat where the dough is set out. Children concentrate and enjoy this activity lying on the floor and pressing cutters into the play dough. They make connections between their actions and the marks they make on the dough by using the cutters and the rolling pin.

Children show a developing independence in making some choices about their play. For example, the childminder responds when they indicate they want to use the computer. She recalls and talks about the virtual game they have enjoyed playing previously, which involved bursting balloons. Children show awareness in technological processes as they sit at the keyboard waiting for the game to be loaded. They show anticipation, wriggling excitedly as the childminder talks about the website where the game is located. Children vocalise animatedly repeating the word 'balloons' when they see the graphics appear. They use their skills and coordination to press the space bar on the computer keyboard, recognising their action is causing each balloon to 'pop'.

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

Children demonstrate they feel safe and secure with the childminder. They approach her for cuddles and enjoy her contribution to their play as she helps them find a favourite toy or suggests they fit the bricks together. The childminder's close physical presence and reassurance encourages children's self-confidence and developing independence. Children behave well as they receive close attention from the childminder who provides a cosy, reassuring lap for them to cuddle up on when they need to.

Children show a developing awareness of their own health and hygiene; for example, they hold their hands out to the childminder indicating they want them wiped and point to a box of tissues. Children enjoy their snack of banana and follow the routine they are used to of sitting on the settee to eat their snack. Children have appropriate opportunities for outdoor and physical play during daily walks to and from school and play in the childminder's garden. Parents currently provide children's food.

The childminder supervises children closely and generally encourages awareness of their

own safety through reminders to be careful and gentle. Children are beginning to participate in routines that support their understanding of each other's safety. For example recognising when there are too many toys on the floor and responding to the childminder's request to help pick them up.

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

The childminder recognises that some aspects of her practice are in the early stages of development. She has begun to use self-evaluation and has identified some aspects where improvement is needed, for example, developing her range of outdoor equipment. However, she is not yet using self-evaluation consistently to identify weaknesses, and effectively prioritise and plan for future improvements that support children's achievements.

The childminder supervises children closely and uses risk assessments appropriately to monitor safety issues. Her home is welcoming and generally the available space is organised adequately to enable children to play rest and eat comfortably and safely. The childminder understands her responsibilities relating to child protection and safeguarding issues. She is aware of the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her or her co-childminder. The childminder maintains the required records and is aware of the registration requirements she needs to meet, for example by maintaining the ratios of children she can care for.

The childminder provides a varied range of resources, such as toys and play materials that children enjoy using. However, the organisation of these is not evaluated and re assessed by the childminder to prevent too many being out at one time and provide fresh challenges and interests for children. The childminder makes use of other local resources, such as regular visits to local parent and toddler groups, who provide different play opportunities and encouraging children to socialise in a larger group.

The childminder is developing systems to record and monitor children's development. She currently records observations describing what children are doing, but is not yet using her knowledge to focus future planning and identify how she will support children's development. The childminder is aware of the newly required progress check for two year olds and has begun the process of researching how she might do this. The childminder is building relationships with parents which generally result in effective information sharing. Parents responses to a recent questionnaire and in a reference letter reflect they are happy with the childminder's service and praise some aspects of her care. The childminder is aware of the need to work in partnership with other settings children attend, such as preschool settings, schools or nursery. However, these partnerships are in their very early stages and not yet developed to fully support children at times of transition, such as the approaching change to nursery.

## 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

<b>Unique reference number</b>	EY444751
<b>Local authority</b>	Surrey
<b>Inspection number</b>	800046
<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>	6
<b>Number of children on roll</b>	4
<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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