

Inspection date

Previous inspection date

20/12/2012

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 uses her professional experience and knowledge confidently to support children well in their learning and development.
- The childminder builds firm bonds with children, sharing affectionate and supportive interaction and providing a range of stimulating play experiences that supports children's learning and development well.
- The childminder has good relationships with parents, providing continuity of children's home routines and reassurance to parents that their children are happy in her care.
- The childminder uses self-evaluation well to reflect on her practice, identifying the activities and play experiences that will support individual children in making progress.

It is not yet outstanding because

- Partnership working with other settings children attend is not fully developed to enable the childminder to provide full continuity in all aspects of children's learning.
- Opportunities to fully promote children's sense of their own identity are not fully embedded.

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 letters they had left with the childminder.

Inspector

Jane Nelson

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her husband and two school-aged children in a residential area of Middlesex, close to Ashford, Feltham, Sunbury-on-Thames and Bedfont. The home is close to shops, parks, schools and public transport links. Mainly the ground floor lounge, dining and play room areas of the childminder's house are used for childminding, with the exception of a bedroom for sleeping and the upstairs toilet. The

master bedroom and the loft conversion are not used. There is a fully enclosed garden for outside play. The family has a pet cat.

The childminder has a National Vocational Qualification at level 3 in childcare. She is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder provides care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range. The childminder is currently caring for five children in the early years age range who all attend part time and one school age child. She also offers care to children aged over five years to 11 years and is caring for one child in this age range. The childminder attends the local children's centre and parent/toddler groups regularly with the children.

What the setting needs to do to improve further

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

- develop effective information sharing and partnership working with other providers, such as schools and pre-school groups, in order to help children make the best possible progress.
- help children to learn more about themselves and each other, for example by sharing photographs of children's family, favourite people and pets.

Inspection judgements

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

The childminder uses her professional knowledge and experience in childcare confidently to support children well in their overall development. She knows individual children's needs, interests and stages of development well, planning a range of stimulating activities and play experiences that children enjoy. The childminder shares sensitive, supportive and encouraging interaction with children and uses her observations of children to highlight their individual needs and identify how to support them. As a result children make good progress in their learning and development.

Children are acquiring a range of skills that will support them when they move to their next stage of their learning, such as pre-school or nursery. This occurs continually as they play, socialise and through aspects of the daily routine. For example, regular practices, such as hand washing and helping to tidy away after activities, help children become familiar with routines they will experience in other settings. They take part in the daily

school run with the childminder to take and collect her children, and refer to their friends being 'at school'.

The childminder encourages children's vocabulary and listening skills well. She follows their interest and enjoyment in books providing a selection that are easily accessible and that children enjoy using independently. She makes story time a cosy and enjoyable experience as children cuddle up on her lap. The childminder adapts a story suitable for older children to follow younger children's interest in trains. They share the book together, discussing the names of the trains in the illustrations and describing what is happening. The childminder encourages children's language, and involves them in holding the book, turning the pages and 'telling' the story. Children ask to have the story again, concentrating and listening intently. They vocalise excitedly saying 'oh no' and 'rocks' when they recognise familiar characters and incidents that occur in the story. The childminder provides a range of books; although, opportunities to help promote children's sense of identity and understanding of their own and others families, for example through the introduction of family books that parents and children can contribute to, are not provided.

Children show a developing confidence in their physical skills. For example, they use their coordination skills and small physical movements during a painting activity. Children use paint brushes with confidence dipping the brush into paint on a tray and mark making on paper with the paint. They name some of the colours with the childminder and indicate they want her to join in by doing a painting too. The childminder builds children's self-esteem and confidence through constant praise, recognition and physical reassurance. For example, she provides close physical reassurance when helping children to gain confidence on the stairs. She helps them to crawl up the stairs, moving closely behind them and talking as they mount each step, helping children to use the stairs safely. The downward journey is fun as they come downstairs on their bottom with the childminder in front of them doing the same, excitedly saying 'boing boing' as they descend each stair.

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

Children show they feel very safe, secure and are happy with the childminder. They use her name constantly, asking questions, pointing out things they want and asking for help when needed. Children share affection, cuddles and receive close physical support from the childminder, all of which contributes to their well-being and emotional security. Children behave well as they are busy and interested in all they are doing. The childminder prepares children for what is coming next in the daily routine, such as asking 'shall we have snack now?' which involves children in making choices.

Children are acquiring an awareness of their own safety which they demonstrate through using utensils and moving about with care. They help themselves to toys carefully and recognise when they need help. For example, they call to the childminder for help when they get 'stuck' trying to manoeuvre a doll's pram through the doorway.

Children demonstrate a developing awareness of their own physical needs, health and

hygiene. For example, they are familiar with the routine of hand washing at the sink before eating and using a wet wipe after eating, understanding the need to keep their hands clean. The childminder encourages children's awareness of their own needs, such as recognising when their nappy needs changing. Children enjoy a healthy snack, choosing their favourite banana. They know where they sleep and show confidence and security in lying on their 'bed' saying they are tired. Children have access to outdoor play and exercise daily in the childminder's garden, which encourages their physical development and enjoyment of the outdoors.

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

The childminder uses the skills and experience she has developed throughout her career in childcare in her daily practice. Her enjoyment of her childminding is evident in her sensitive and encouraging interaction with children and how she involves herself in their play. She confidently records and monitors children's development, assessing accurately where they are in their development and planning how she can support children in making progress.

The childminder builds good relationships with parents providing reassurance that their children are happy in her care. She shares information effectively through ongoing discussion and the daily diaries she completes for parents, involving them in their children's learning and providing continuity of home routines and care for children. Parents praise the childminder highly. They describe her as being flexible, patient and having a very good way with the children. Parents comment on the childminder's flexible induction process that helps children to settle. They state their children are very happy and enjoy the good range of stimulating activities provided. The childminder shares information with other settings children attend; however, these partnerships are in the early stages and not yet fully developed to provide continuity in all aspects of children's learning experiences.

The childminder understands her responsibilities relating to the safeguarding and welfare requirements. She is aware of the procedures to follow if concerns about children's welfare arise or if an allegation is made relating to her. The childminder maintains the required records and documentation. She understands the requirements she must meet, such as, adhering to the ratios of children she can care for at any one time. The childminder supervises children closely and uses risk assessments effectively to monitor safety in the home and on outings. Her home is welcoming and child orientated and space is organised well enabling children to play, sleep and eat comfortably and safely.

The childminder provides an extensive range of play materials, activities and resources that are well organised, easily accessible, encourage children's exploration and reflecting their interests. The childminder makes good use of resources outside the home to complement home-based play; for example, she regularly visits the local children's centre and drop in groups with children. This provides opportunities for them to socialise in a larger group of children and play in a different environment.

The childminder uses self-evaluation effectively to monitor her practice and identify overall where development is best targeted. She uses her records of children's development to evaluate how and which activities and play experiences will support their development in certain areas. The childminder's commitment to ongoing development is demonstrated through the training she has attended during her childcare career and how she keeps herself up to date with changes and developments in childcare. She has a good understanding of the learning and development requirements as a result.

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	EY413741
Local authority	Surrey
Inspection number	725283
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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