

Inspection date

Previous inspection date

07/01/2013

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

- Children benefit from having well-organised play areas which cover all areas of learning.
- The childminder is well qualified and experienced for her role and has quickly established good ways of working.
- Children can enjoy high levels of independence and child-initiated play.
- The childminder is very responsive to the views of parents and has built good relationships to help her meet the needs of children.

It is not yet outstanding because

- There is a minor weakness in how the childminder supports children's creative play.

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 children at play and discussed their learning and development with the childminder.
- The inspector examined a range of documentation.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children, both 12 years old, in Effingham, Surrey. The downstairs of the house is used for childminding and an upstairs bedroom is available for rest/sleep periods only. There is an enclosed garden for outdoor play. The childminder walks/drives to local schools to take and collect children. She attends the local parent/toddler group. The family has a pet dog. The childminder currently has six children on roll, three of whom are in the early years age group. She supports children with English as an additional language. This provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has qualified teacher status.

What the setting needs to do to improve further

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

- encourage and support the inventive ways in which children add, or mix media in sensory, exploratory play.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop in the Early Years Foundation Stage. She has a wealth of experience of working in a teaching role and in day care settings and has created an effective learning environment in which children can be active, confident learners. Toys and play equipment cover all areas of learning and help to provide a broad, balanced curriculum. This means that children enjoy a wide range of activities and acquire a positive attitude towards their learning. This helps them develop the skills they will need for the next stage in their learning journey.

The childminder is skilled at promoting children's independence and their natural curiosity leads them to explore at their own pace and set their own challenges. For example, children play with a variety of push-button toys and musical instruments which support their hand to eye coordination and helps them explore cause and effect. The childminder is skilled at responding to child-initiated play and bringing out the learning in their chosen activities. Children create a game of hiding objects and retrieving them, making gestures to indicate 'where has it gone?' and are delighted to find the objects again. The childminder responds well by adding words to the gestures and helping children to rediscover the objects again. This supports children's language development. Children also bring together chalk play and water play and are fascinated by the colours they create. Children use their fingers to make patterns in the colours, which supports their early writing skills. However, the childminder occasionally restricts this inventive play by indicating that it is too messy and trying to take things away. This reduces children's ability to really explore the media they are using.

The childminder keeps concise and accurate records of her observations of children's achievements. She regularly checks these against children's expected levels of development as described in the document 'Development Matters in the Early Years Foundation Stage'. This helps her to establish that all children are making good progress from their starting points, including those who learn English as an additional language. Parents contribute to the learning journals when they provide the initial information about

their child's development. The childminder maintains good communication with parents to make sure that children's learning and development is fostered consistently.

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

Children are very confident in the childminder's care and are very settled. The childminder knows their home routines very well and knows the individual ways that each child shows that they are becoming tired or hungry. As a result, she effectively anticipates children's needs, making them contented and happy. Children are confident to leave their parents and are happy to explore, returning to the childminder occasionally for reassurance and cuddles. This shows they feel safe and secure in her care. The childminder provides a very child-oriented learning environment with special flooring and low barriers to create a bright, interesting place to play. Toys and play equipment are of good quality and arranged in easy reach of the children so they can direct their own play. Outdoors, children enjoy a range of activities which she enhances with regular outings to local parks, where children enjoy exploring the natural world. Children enjoy a healthy diet and eat lots of fruit and vegetables as part of a balanced diet. Children are independent and can cut their own fruit and pour drinks. The childminder has well-established hygiene routines which teach children to adopt good habits. Children benefit from good opportunities for physical development. Babies can pull themselves up to standing on a range of low furniture, and toddlers enjoy jumping and dancing games. They develop their fine motor skills as they use stacking cups and create towers out of soft cubes. Children's behaviour is good. They are engaged in purposeful play and have the close attention of the childminder at all times. As a consequence, they learn to enjoy cooperative play and practise turn-taking. Children enjoy helping the childminder to tidy away objects further supporting their independence. Overall, children acquire good skills to help them make the transition to their next stage of learning.

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

The childminder has a good understanding of how to safeguard children. The childminder has clear policies and procedures to guide her should she have any concerns about the welfare of a child. She has undertaken additional training in child protection and understands her responsibility in this area. The childminder provides a safe and secure place for minded children and has completed thorough risk assessments. For example, she regularly carries out emergency evacuation drills, which help children to know what to do in an emergency. The childminder maintains all her documentation in good order, which underpins children's well-being. The childminder has a good understanding of how to monitor her provision in order to enhance children's learning and development. She uses the summative reviews to identify and address any achievement gaps, and regularly checks the learning environment to make sure she is providing a balanced curriculum. The childminder consults parents to gather their views and acts on their suggestions. For example, she took steps to make the play areas a shoe-free environment. The childminder is also working with other professionals to refine her established good practice and make

continual enhancements. This supports her in strengthening her provision for the benefit of children. The childminder has established friendly and professional relationships with parents. She works closely with parents to provide good care for children. For example, she has learned several words and phrases in the home languages of children, and has devised a dual language nursery rhyme that both she and the parents use with the children. The childminder also gives parents ideas for activities at home that will complement children's learning. In this way, children enjoy consistent and coherent care and education.

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	EY445946
Local authority	Surrey
Inspection number	806906
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

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