

Inspection date

Previous inspection date

08/01/2013

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 thrive in the calm and welcoming environment where they make good progress in their development.
- The childminder has a good awareness of how young children learn and effective systems are in place for observation, assessment and planning.
- The childminder has formed good relationships with parents, providing them with detailed information about their child's time with her.
- Children feel safe and secure with the childminder's home, which supports their sense of belonging.

It is not yet outstanding because

- The childminder does not always extend children's understanding of words by using labels in the environment.
- There are fewer resources to strengthen children's understanding of diversity.

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 looked at the development files the childminder creates for each child and her planning of activities.
- The inspector held discussions at appropriate times with the childminder about children's activities and their progress.
- The inspector looked at a selection of policies and children's records.
- The majority of inspection time was spent with the childminder in her home observing her and the children she was caring for.

Inspector

Helen Penticost

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and child in the Merstham area of Redhill, Surrey. Most of the home is used for childminding and children have access to the lounge, kitchen, conservatory/dining room, bathroom and a bedroom. Children have daily opportunities for outdoor play within the garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The family have several pets.

What the setting needs to do to improve further

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

- help children to understand what words are by using names and labels in the environment
- strengthen children's understanding of diversity and gender by, for example, providing role-play areas with a variety of resources to reflect this.

Inspection judgements

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

The childminder has developed her observation, assessment and planning system to reflect the revisions to the Early Years Foundation Stage framework. For instance, her documentation now reflects the different areas of learning that she must cover to ensure children make progress in their learning and development. Each child has a written learning journal scrap book in which the childminder records her assessments of their current stages of development. Then she writes individual plans for their next steps in their learning and development. This system enables her to highlight any potential gaps and to make sure she can plan activities to address these and to move children forward in their learning and development. Parents are able to view their child's learning journal scrap book at any time or at an arranged meeting. This enables parents to be involved in what their child is learning and to extend this at home. The childminder is clearly able to demonstrate that children make good progress in all of their areas of learning and development.

Children demonstrate a love of books. They select interactive books and enjoy pressing the buttons, turning the steering wheel and listening to the noises made by the book. Children listen intently to their favourite books and are able to say some of the words in the story as they know it very well. They count the fruits on the pages with the support of the childminder and are able to point to all of the items of food in the book upon request. This supports children's developing understanding of number. Children enthusiastically participate in singing time. They are able to convey through gestures and sounds which songs they want to sing and the children join in with some words and the actions.

Children really enjoy creative activities and become engrossed as they squeeze modelling dough through their fingers. They are also increasing their skills as they use cutters and plastic tools to mould and manipulate the dough into shapes. Children make marks and draw on the chalk board and the childminder supports and extends their learning. For example, she writes the first letters of words and the children are able to recognise that 'M' is for Mummy'. However, the play environment in general lacks the use of labels and words to fully extend children's understanding of writing for a purpose. Children act out role play scenarios as they explore the equipment within the children's doctors' kit. They use the stethoscope and the childminder asks them what they can hear. However, other role-play resources that fully reflect gender and disability are scant, which does not fully support children's understanding of diversity.

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

The childminder is very calm in her manner when managing children's behaviour. She uses appropriate strategies and techniques effectively. For instance, she gives clear explanations why the behaviour is not appropriate and then re-directs children attention to another task. She rewards and praises good manners and behaviour constantly, which enhances children's confidence and self-motivation. Children have good friendship bonds with the childminder, each other and family members and are encouraged to play harmoniously together.

Children are developing a good understanding of the need to adopt a healthy lifestyle. They have a variety of fresh and dried fruits for their snack and healthy options at meal times. They also access drinks at any time enabling them to address their own health needs. Children have access to the garden on a daily basis and play either in the lounge, conservatory and play area. This provides them with ample room to run around daily outings provide children with plenty of opportunities for outdoor play. Older children can attend to their own personal needs such as visiting the bathroom, which enhances their independence and prepares them for their move onto school or nursery. Children take part in daily outings within the community. For example, they have the opportunity to feed the ducks at the local pond, visit local parks and soft play centres. These factors support children's understanding of their senses, community and development of physical skills.

Children access an environment that is safe and secure. For example, the childminder undertakes written risk assessments of the setting and outings; therefore, children are able to take risks in safe surroundings. The home environment is organised well to enable children to follow their own play interests. Children access a good range of equipment, toys and resources, which are suitable and supports their all round development. These are stored in colourful boxes within a low-level shelving unit within the conservatory. However, they lack labelling which inhibit children from knowing their contents.

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

The childminder has a good understanding of her role and responsibilities regarding child protection and safeguarding children. She has attended a refresher training course to update her knowledge. She also has appropriate guidance and up-to-date legislation at hand, should there be any concerns regarding any child's well-being. A written safeguarding policy and procedures are in place, which supports her in her role. These aspects enable her to keep the children safe.

The childminder has completed the required training courses and has also attended a course to support her in delivering the all of the requirements Early Years Foundation Stage framework. She continually self-evaluates the service that she provides and identifies areas where she could make improvements. For instance, she has compiled a comprehensive portfolio of policies and procedures and has organised her observation, assessment and planning system. The childminder demonstrates a good capacity towards maintaining continuous improvement and improving outcomes for children.

The childminder works well in partnership with parents. Initially the childminder provides them with her policies and procedures, which underpin her work. She gathers written consents and vital information to ensure that she can provide appropriate care for the family. On a daily basis, the childminder communicates both verbally with the parents and with a daily diary. Learning journal scrap books detail children's achievements across the areas of learning and parents are involved in providing their feedback. They comment positively about the childminder and their delight in their children's progress. Strong, trusting relationships are formed between the childminder and parents, which enables her to provide consistent and appropriate care for children.

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	EY447385
Local authority	Surrey
Inspection number	807681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

