

Inspection date

Previous inspection date

14/01/2013

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

- The childminder has a good knowledge of how children prefer to learn and adapts her approach accordingly. She joins in play sensitively, fitting in with children's ideas and providing support when needed, without taking over or directing.
- The childminder consistently evaluates the quality of the provision and introduces resources and activities that are related to children's individual interests.
- Children show enthusiasm for learning, due to the childminders receptive approach. She asks open questions and provides activities that challenge and extend children's existing knowledge and ability to understand the world.
- The childminder has a good knowledge of current learning and development guidance, she uses this effectively to observe, assess and help children make good progress.
- The childminder provides children with a good role model, due to her positive interaction and communication, for example, as she talks aloud, to help children think and control what they do.

It is not yet outstanding because

- The childminder has not fully established on-going communication with schools that children attend, to share learning priorities and promote continuity in their care and learning.

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 activities in the downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector discussed self-evaluation processes, looked at children's learning journeys, planning documentation, and a selection of policies and children's records.
- The inspector also took account of the views of parents in the records.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband in Weybridge, Surrey, close to shops, parks, schools and public transport links. The childminder lives in a ground floor flat. Children have access to a sitting room, kitchen, bathroom and one of the bedrooms for sleeping purposes only. There is a garden available for outside play. The family has a pet dog. The childminders provision operates from Monday to Friday for most of the year. The childminder is registered on the Early Years Register and on both the

compulsory and voluntary parts of the Childcare Register. There is one child on roll in the early year's age range. The childminder collects children from the local school.

What the setting needs to do to improve further

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

- strengthen on-going communication with schools that children attend, to share learning priorities and promote continuity in their care and learning.
- seek parent's observations of their children's progress at home to enhance assessments of their individual development.
- develop the range of activities and resources to promote children's awareness of diversity.

Inspection judgements

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

Children show enthusiasm for learning. The childminder asks open questions and provides activities that challenge and extend children's existing knowledge and ability to understand the world. The majority of practice is based on the childminders secure knowledge and understanding of how to help children make progress in challenging and fun ways. The childminder provides children with a good role model, due to her positive interaction and communication, as she talks aloud, to help children think and control what they do. The childminder has a good knowledge of how children prefer to learn and adapts her approach accordingly. She joins in play sensitively, fitting in with children's ideas and providing support when needed, without taking over or directing. Consequently, children make good progress in relation to their developmental starting points and the short time they have been in the childminders care. The childminder plans a range of exciting and varied activities that are related to children's individual interests, such as 'how things work and construction'. Children are keen to learn and are well prepared for the future and full-time school. For example, the childminder regularly reads stories that develop children's interest in books. Consequently, they concentrate well and frequently join in parts of stories they can clearly remember. The childminder involves parents in children's learning, by sharing ideas for their future development. For example, to promote their self-care skills and independence. However, she has not yet sought parent's observations of their children's progress at home, to enhance assessments. This reduces continuity in children's learning and development.

Children listen and communicate exceptionally well as they talk with the childminder. They show great confidence, as they say what they like and don't like. Their ability to memorize is promoted. The childminder asks questions and models being a listener and children take account of what they see in her responses. Children increase their physical stamina and independent walking, due to regular walks with the childminder and her dog. They love outings to soft play facilities, where they improve their confidence and ability to jump, roll and balance. The childminder provides children with a positive role model, as she shows children how to use the resources. Consequently, children develop skills and are pleased with their achievements, for example, as they learn to climb a rope ladder. The childminder encourages children to do things for themselves. For example, children have recently developed their confidence with using the toilet and washing their hands independently.

Children are beginning to notice and talk about words they see in the environment, for example, the 'out' sign on the school gates. The childminder responds to children's interest by introducing games, such as, picture lotto and matching games. She prints off labels with photographs and words related to children's interests. This enables children to successfully recognise and match words to objects. Children can count confidently in numerical order up to 14 and beyond and can immediately identify smaller numbers, without counting. For example, the number of holes in the pepper pot. The childminder actively responds to children's interest in how things work and the wider world. She takes them to a wide variety of places, for example, local boat yards, bridges that are under construction, and places where they can see building and gardening tools. Consequently, children comment and ask questions about the place where they live, as they ask how Christmas tree lights and gardening watering systems work. The childminder extends this learning, by providing opportunities for children to take home a camera to use for taking pictures of different electrical sockets to compare to her own. Children enjoy manipulating modeling dough and use cutters and rolling pins to make their own designs. They particularly enjoy imaginative play, as they use boxes the childminder makes into pretend bricks, walkie-talkies, trucks, hard hats and construction floor puzzles.

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

Children quickly form close bonds with the childminder, due to her caring, positive and receptive approach. They show confidence as they interact with others, during outings to the park and soft play facilities. The childminder describes children on roll as 'remarkable', due to their very good understanding and communication skills. She says they are a joy to have around. Children are well behaved and co-operative. This is because the childminder gives lots of explanations about what is expected, for example, to sit at the table at mealtimes. Children's good health is promoted, due to the childminders ability to work closely with parents to introduce nutritious food, such as fresh fruit and vegetables. The childminder eats with children. She perseveres to help them overcome their reluctance to eat fruit and vegetables, by disguising vegetables in dishes and not making a fuss. The childminder has plans in place to include children in food preparation for mealtimes.

Children are provided with a good range of indoor and outdoor resources that promote their independence, enjoyment, and development. These are made easily accessible in well organised storage units in the childminder's sitting room. Children are keen to play outside, because the childminder has set up her garden as an imaginary construction site, using cones, tape and danger signs. For example, children play imaginatively as they move the cones around and tell the childminder the areas she can enter. Children learn about their own safety as the childminder teaches them how to cross roads. They develop a good awareness of difference as the childminder responds to their observations and questions. For example, when they notice twin children during outings to the park. They are keen to extend their understanding, as the talk with the childminder about people from different backgrounds on a poster displayed in her hallway. This inspires them to share information they have learnt in school, that Africa is a hot country and that the sun burns the grass. Children have access to books, dolls and musical instruments that reflect diversity. However, there are no resources or activities that reflect disability, which limits this area of their learning. The childminder is keen to find out as much as possible about children's individual needs and stage of development before she starts caring for them. She uses information in daily diaries from early year's provision that children have attended to ensure a smooth transition. However, despite her attempts to inform herself about children's progress in school, the childminder has not yet established on-going two way communication with teachers. This reduces continuity in children's care and learning.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child. Children's safety is maintained through the use of daily checks of the premises and equipment and risk assessments on outings. The childminder constantly re-appraises both the environments and activities to which children are exposed and makes necessary adjustments. For example, she always locks the front door when children are present, so they are safe and secure. The childminder has an enthusiastic approach to developing her knowledge and childcare practice. She has obtained a place on additional training in February, which will enhance her existing good understanding of observation, planning, documentation and the developing child. The childminder monitors and adapts activities according to children's individual needs and interests. She makes good use of learning and development guidance to introduce a wide range of experiences that inspire children's enthusiasm for learning and help them make progress.

The childminder consistently evaluates the quality of the provision and introduces new resources and activities. For example, since registration, she has obtained a box of technology toys, in response to children's exceptional interest in how things work. The childminder makes good use of self-evaluation to identify future aims that will improve outcomes for children. For example, to build on resources for all ages, create links with people who have specialist knowledge in science, technology and art, and volunteer to provide support at the local school children attend. The childminder talks to parents to ensure they are happy with the provision. Records seen at the inspection include positive

comments. For example, parent's say 'we are extremely happy with how our child has settled in and how he is progressing'. The childminder has wisely chosen the topic of 'construction', to commence his learning as this is an area of great interest and she has used many different learning tools to gain his interest'.

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	EY447755
Local authority	Surrey
Inspection number	806094
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
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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