

Inspection date

Previous inspection date

21/01/2013

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 formed secure attachments with children. She treats them with respect and offers lots of praise and encouragement. This helps children to develop their confidence and self-esteem.
- The childminder provides children with a wide range of resources and experiences that interest and excite them. Consequently, children make good progress in their learning and development.
- Children are able to play and explore their surroundings safely. This is because the childminder has taken appropriate action to minimise potential hazards to children.
- Children have fun, are happy and motivated to learn. The indoor environment is organised well, which helps children to make choices and lead their own play and learning.

It is not yet outstanding because

- Children do not always have enough opportunities to use the outdoor environment to support and enhance their physical development.

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's play and the childminder's interaction.
- The inspector checked children's information and development records.
- The inspector spoke to children, parents and the childminder during the course of the inspection.
- Safeguarding and child protection issues were discussed with the childminder and her policy was reviewed.
- Feedback took place with the childminder about the outcome of the inspection and recommendation agreed.

Inspector

Victoria Vasiliadis

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their young child in a three-bedroom house in Sunbury-on-Thames, Surrey. The whole of the property is used for minding purposes. The bathroom is located on the first floor and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for four children of varying ages. There is one child in the early years age range in attendance. Children attend on a part-time basis.

What the setting needs to do to improve further

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

- strengthen children's physical development by providing more outdoor opportunities which encourage crawling, tumbling, rolling and climbing.

Inspection judgements

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

Children make good progress in their learning and development, in relation to their starting points and capabilities. The childminder's systems for observation, assessment and planning are effective. She works well with parents to find out about the individual needs of children and involves them in their children's learning. She spends time getting to know children as part of the settling-in process. This then helps to ensure children's smooth transition from home to the childminder's care. Children receive good levels of support in their personal, social and emotional development. The childminder uses lots of positive language and values children's contributions. She displays children's artwork on walls and brings parents' attention to this. As a result, children beam with delight at this recognition.

Children enjoy exploring their environment and finding out what they can do as they have uninterrupted time to play. They take great delight in using their physical skills to climb onto the footstool or onto the rocking horse. The childminder is close by to offer support and ensure their safety. Toddlers thoroughly enjoy pushing and pulling pushchairs through the childminder's home and they begin to negotiate obstacles. However, children do not always have enough outdoor opportunities to develop and enhance their physical skills. Toddlers enjoy opportunities to be independent. The childminder encourages children to feed themselves at mealtimes and to choose resources that are at low-level.

The childminder has created an attractive book area, and as a result, children show a keen interest in books. They enjoy looking at books on their own and bring books to the

childminder to read. Children take great delight in lifting flaps in books or moving their bodies to musical sounds that the books make. The childminder encourages and support children's responses to picture in books. She asks open-ended questions and children respond by pointing to pictures as they attempt to link words with pictures. During stories, the childminder introduces mathematics as she counts with children and talks about things that are big and small. Toddlers enjoy hiding behind curtains and then popping out, as they attempt to say 'boo' to the childminder, who responds appropriately and promotes their play well. Consequently, children receive good levels of support to prepare them well in the next stage of their learning.

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

Children are provided with a challenging learning environment that supports and extends their all round development. The childminder adopts a calm approach with children when they are upset. For example, when children squabble over toys, the childminder sensitively intervenes suggesting that they take turns. The childminder helps children to form close attachments to her and supports their individual needs during the transition into her care. She supports toddlers emotionally when she is not close by or within sight. She talks to them, telling them what she is doing and offers a reassuring voice from where she is. This helps toddlers to feel safe even when they are not the centre of the childminder's attention.

The childminder effectively provides children with a safe environment in which they can play and learn. She talks to children about safety issues that could affect them. For example, the childminder reminds children not to stand on the sofa in case they hurt themselves. In addition, the childminder adopts safe practices during mealtimes as toddlers sit in appropriate seats to eat. Children begin to develop an understanding of the procedures to follow in the event of an emergency as they routinely practise the evacuation procedures. The childminder fully promotes children's health and self-care. She provides toddlers with different foods, such as, Moroccan chicken and couscous, which they are willing to taste and explore. Her meals help children to develop an early awareness of healthy eating. Children begin to develop an understanding of personal hygiene through the routines the childminder implements. For example, the childminder helps children to wash their hands before mealtimes. Once finished, children lift up their hands in response to the childminder who gets their flannels. This shows they are learning good hygiene routines.

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

The childminder understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. She plans activities which support and challenge children's interests and learning. Children make

choices in their play, as resources are stored at low level. As a result, children make good progress towards the early learning goals. In addition, the childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She has all of the legally required documents, policies and procedures in place. The childminder has a clear understanding of safeguarding issues and the reporting procedures to follow if there are concerns about children. This helps to ensure the safety and well-being of all children.

Although the childminder has only been minding for a short period, she is however able to effectively identify her strengths and areas for improvement. For example, her current aim is to improve further the systems for observation and assessment. She plans to continue to use the Development Matters in the Early Years Foundation Stage guidance to aid her in this process. As a result, the childminder continues to monitor the effectiveness of the educational programme that she provides. This has a positive impact on children's all round learning and development, which the childminder promotes effectively. The childminder talks to parents about the service that she provides and takes on board any views they may have. In discussion with parents, they praise the childminder for providing a warm and welcoming environment. Parents say that they are comfortable to leave children with the childminder, knowing that their child is settled and happy.

The childminder has established good relationships with parents. They are encouraged to share what they know about their child, particularly when the child first starts to attend. She shares information verbally at collection and drop-off times and parents receive regular feedback about their children's development. For example, the childminder shares her observations and next steps with parents. This helps to ensure that parents are involved in children's continuous learning and development. In addition, the childminder has a notice area for parents, which displays information about her registration and some of her qualifications. The childminder has established clear links with teachers from the local school. For example, she finds out the themes and projects the school are involved in and follows this through when children are in her care. This helps to support and complement children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY447730
Local authority	Surrey
Inspection number	810081

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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