

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

- Children show good levels of independence. They are happy and settled and have developed a good relationship with the childminder and her family.
- The childminder plans a good range of activities and experiences which help children make good progress in relation to their developmental starting points.
- The childminder has very good settling in procedures so children are secure and happy and are well motivated to play and learn.
- The childminder develops effective partnerships with parents and other providers in order to identify all children's needs and help them make progress in their learning and development.

It is not yet outstanding because

- Parents individual views are not sought to monitor provision and inform practice.

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 sampled children's information and development records.
- The inspector spent time with the childminder observing her and the children she was caring for.
- The inspector looked at the range of resources and experiences available to children.
- Safeguarding was discussed with the childminder and her policy sampled.

Inspector

Pamela Paisley

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young child in Epsom, Surrey located close to parks, schools and local transport links. The whole ground floor and two bedrooms on the first floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. 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 three children in the early years age group. The

childminder collects children from local schools and attends stay and play groups with younger children.

What the setting needs to do to improve further

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

- seek the views of parents and carers on the service provided, for example, through the use of questionnaires, to identify plans for improvement and strengthen partnership working.

Inspection judgements

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

The childminder has a secure knowledge and understanding of the revised framework. She provides a wide range of activities and experiences across the seven areas of learning. As a result children are making good progress in their learning and reaching the expected levels of development. The childminder uses assessments and observations to guide her in understanding children's learning styles, interests and level of achievement. The use of a learning journal helps her to track children's development and plan for their next steps in their learning. Parents are encouraged to contribute to an initial assessment at the start of a placement. They complete an "All about me" form which gives the childminder a clear picture of each child's starting points. Parents are kept well informed of their children's progress. The childminder communicates verbally with parents on a daily basis and shares a daily diary with them so that they can see details of their children's achievements and share information about their children's learning and development at home.

Children are supported well in their communication and language development. The childminder provides activities to help children distinguish differences in sounds and they are becoming skillful at imitating sounds that animals make. Children are developing a growing interest in literacy and enjoy helping themselves to their favourite books. Children thoroughly enjoy listening to stories told by the childminder. She supports their language development through asking them to name characters and objects in books. In response children confidently tell her when they see a red bus, airplane and a popular character fish. Children's physical development is promoted well through daily opportunities to practice balancing on a trampoline, use skittles, pedal cars, tricycles and a slide. Children enjoy taking part in races and are developing good control and coordination as they run across the childminder's garden and scoop balls onto a tennis racket to throw them up in

the air. They regularly visit local parks where they can practise their climbing skills on large play equipment such as climbing frames, ropes and use swings and balancing circles. Children are gaining a good knowledge and understanding of the world. They enjoy trips to various public gardens where they can investigate the natural world. For example feed the ducks, look for butterflies, see water falls, make their own wigwams and walk through a rainforest. Children have developing good social skills as they mix with other children at toddler groups. The childminder encourages children to talk about their feelings and as a result they are able to tell her what makes them happy or sad.

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

Children are cared for in a calm and welcoming environment where they are happy and settled. Effective settling in procedures are in place to ease the transition from home into the childminder's care. The childminder gathers information from parents regarding their children's home routines, such as sleep patterns, interests, likes and dislikes and welfare and learning needs. This helps to ensure she meets children's individual needs effectively to mirror their home life. Children's behaviour is good. They are learning the importance of share and taking turns when playing through gentle reminders from the childminder. Children's independence and self-esteem is very well supported. They are able to express their own ideas about what activities they want to do and the childminder is on hand to offer encouragement and support when needed and praise their achievements. The childminder's lounge is organised well with a wide range of good quality play materials and equipment. They support enjoyable activities that stimulate and challenge in ways appropriate to the needs of the range of children attending. As a result children are confident in making their own choices about toys and play materials they want to play with.

The childminder has a good understanding about the importance of promoting healthy eating. Children are offered fresh fruit and vegetables throughout the day and enjoy a wide range of healthy meals which are freshly cooked. The childminder introduces different dishes to give children a variety of tastes. Meal times are relaxed and children sit together around the table to enjoy their food and each other's company. Children go on daily walks through parks which supports their understanding of the importance of physical exercise. Children are learning good hygiene practices through their daily routine. They are beginning to understand that they need to wash their hands before meal times to prevent germs and are becoming independent in their personal care. Good arrangements are in place for young children who need to have a rest during the day and the childminder provides separate beds and cots with individual bed linen, to prevent cross infections.

The childminder promotes children's health by recognising and reducing possible risks. She takes steps to prevent the spread of infection through safe handling of food and providing separate flannels for children. The childminder has a good understanding of how to administer first aid and fully understands the requirement to record accidents or injuries. The childminder conducts thorough risk assessments to help her ensure children's safety in her home and on outings. She has put in place effective safety devices throughout the

premises to protect children from potential dangers. Children are learning how to keep themselves safe as they practice regular fire drills to help them become familiar with emergency evacuation procedures. Children are fully supported for transitions to other early years settings or schools. The childminder ensures that she provides more adult-led activities and encourages children to put on their own shoes and coats and provides opportunities for children to practice reading and writing skills.

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

The childminder has a good knowledge and understanding about how to safeguard children. She has attended relevant courses and has clear child protection procedures in place to follow if she has concerns about a child in her care. A full range of policies and procedures are in place which are shared and discussed with parents and are effective and inclusive for children who attend. Children are supervised at all times and the childminder is fully aware of the ratios she must maintain to ensure children's needs are met and of her duty to inform Ofsted of any significant events. The childminder works in close partnership with parents to encourage children achieve to the best of their ability. She meets with them on a daily basis to give them feedback on their children's day including their well-being. Parents are fully informed about the range and type of activities and experiences provided for the children, including daily routines. Parents are able to view their children's observations and are provided with a summary of their children's learning and development through the two-year-old progress check. Parents have expressed how happy they are with the service the childminder provides. For example, they comment that they enjoy being able to communicate with the childminder by text messages and emails about their children's well-being and respect the childminder's knowledge of child development and brilliant communication skills. However the childminder has not sought the opinions of parents to inform practice further and to encourage them to express their views on her service.

The childminder has built effective partnerships with schools where some of her minded children attend. She ensures that she communicates with teachers on a regular basis to ensure progression and continuity of learning and care. The childminder is fully committed to meeting the learning and development requirements of the Early Years Foundation Stage and provides an environment that is child-centred, stimulating and safe. She has started to evaluate her service and is aware of the strengths and weaknesses of her provision. She intends to go on further training courses to improve her understanding of how to support children with special educational needs and/or disabilities and broaden her knowledge about child psychology to maintain continuous improvement. Overall the learning and care provided by the childminder effectively meets the needs of the children who attend and enables all children to do well and make good progress in all areas of their learning and development.

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
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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	EY449283
Local authority	Surrey
Inspection number	810095
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.

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