

Inspection date

23/01/2013

Previous inspection date

03/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Relationships at all levels are warm, friendly and trusting. Children show a strong sense of security and belonging in the childminder's care. Good levels of communication between the childminder and parents help to ensure consistency and continuity of care for children.
- The childminder skilfully balances when to step in to support children's play and learning with allowing them to direct their own play. As a result, children discover different ways of doing things and confidently try to solve problems for themselves.
- The childminder has a secure understanding of child development and recognises any possible gaps in children's achievement to promote their learning.
- The childminder organises the week well to provide children with a good balance of activities and experiences to effectively promote their learning and development.

It is not yet outstanding because

- The childminder identifies and targets children's learning and development needs, although opportunities for encouraging children's interest in food lacks variation.
- the childminder has not made full use of her very good range of technology resources to fully support children's understanding of the world.

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 inspection was carried out during a morning in the childminder's home.
- The inspector observed children's play and learning in the lounge and conservatory. The inspector carried out some observations jointly with the childminder.
The inspector looked at children's assessment records, sampled the childminder's regulatory records and documentation, and the daily diaries she completes for parents about their children's day.
- The inspector took account of the views of two parents spoken to on the telephone prior to the inspection.

Inspector

Amanda Tyson

Full Report

Information about the setting

The childminder was registered in 1994. She holds two level 3 qualifications in early years. The childminder lives with her husband and two adult children in Epsom, Surrey. The ground floor lounge and conservatory, as well as an enclosed garden, are used for play

activities. Toilet facilities are on the ground floor and the bedrooms are used only for children to sleep. The childminder walks or drives to local schools to take and collect children. She attends toddler groups and takes children to the park and the local library. The childminder has two cats and rabbits. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll aged under eight years, three of whom are in the early years age group.

What the setting needs to do to improve further

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

- strengthen systems for involving young children in preparing food and provide more play activities and resources linked to food to further promote children's awareness of healthy eating
- incorporate more technology resources that children recognise into their play, such as microphones, talking books and other programmable toys to support them in understanding the world.

Inspection judgements

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

The childminder communicates closely with parents from the start, for example, to identify children's individual interests and what they can do before she begins to care for them. She uses her good knowledge of child development, effective observation skills, and increasing use of assessment systems to track children's progress towards the early learning goals. The childminder plans a good range of activities that promote all areas of learning and help children progress well in relation to their starting points. However, she provides fewer opportunities for children to develop their interest and skills in using programmable toys and resources to promote their skills in technology.

The childminder promotes young children's communication and language skills very well. She reads to children frequently, takes them to the library and to a weekly community 'rhyme time' session. Toddlers help themselves to books, turn the pages carefully and tell themselves a story by interpreting the pictures. The childminder repeats words and phrases that children attempt so that they hear correct pronunciation. Children notice sounds, such as a bird or an aeroplane because the childminder keeps her home free from

unnecessary background noise. This helps children to focus on their learning experiences. They enjoy learning how to use musical instruments to create different sounds. The childminder encourages babies and toddlers to use their fingers, hands and arms to support the development of pencil control. For example, they dress dolls, make patterns in shaving foam, cornflour and water, and manipulate dough. The childminder communicates with parents and teachers to keep up to date with children's school topics and individual learning plans. This helps to promote consistency for children and prepares them for the next stage in their learning. Children enjoy arts and crafts and making dens from cardboard boxes. They often create and design things that link to their school projects, and make signs and props for their imaginative play. Children learn about the history of the Mercedes car by visiting the museum. They learn what a totem pole is when they visit a park which features one. Children engage in dynamic imaginary play on a giant pirate ship at another well-known park, which helps to further promote their creative play.

The childminder makes sure that children have time to play in the calm environment of her home. Children move freely around helping themselves to toys and initiate and direct their own play and learning. The childminder makes good judgements about when to step in to support children's play and learning and when to leave them to work things out for themselves. For example, toddlers discover the noise and vibration they can make by running a toy car over a metal grid. The childminder notes this and offers a plastic base plate with raised bobbles which produces a different noise and feeling underneath their hands. This excites and motivates children to try out a new idea and they then discard the car and begin rubbing their feet along the base plate. Similarly, after watching children use a magnetic drawing board, the childminder shows children how to use the eraser and a stamp tool to further extend their learning. The childminder is always careful to give children time to experiment and rehearse a new skill before moving them on. She follows their lead to help further promote their interests.

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

Children are happy, safe and secure in the childminder's care. Young children play beautifully together. They often plan endearingly with each other to engage in experimental play, such as running the cars over the metal grid. The childminder is a good role model and uses common courtesies, such as saying 'please' and 'thank you', which young children adopt. The childminder monitors young children's health and development very well. She has a process in place for completing the required progress check for children aged two years. She is aware of the importance of this in identifying possible gaps in achievement in readiness for children's transition to school.

Children enjoy a good range of activities and experiences outdoors, which helps to keep children healthy. They practise climbing and balancing on the childminder's high-quality outdoor play equipment and visit a number of parks with different types of apparatus. Children have access to a variety of wheeled toys from the push-a-long type to those with pedals. Children learn about the natural world through visits to the farm, to feed the ducks

and ponies, and going on nature walks. The childminder offers children a good range of healthy snacks, such as rice cakes and fruit, and communicates very closely with parents to improve children's eating habits. However, she does not always further encourage children's interest in food beyond the strategies used during snack and mealtimes. For example, she has not fully considered more varied and playful strategies to involve children in food preparation or to develop an interest during play activities or through books. As a result, children have slightly fewer opportunities to develop skills in this aspect of their self-care.

Children demonstrate a strong sense of belonging and security in the childminder's care. She helps them settle in through a gradual parent-child separation process wherever possible. The childminder gathers comprehensive information from parents about children's health history, medical needs and care routines and plans the day so as to provide consistency and continuity for children. The childminder's home is clean and she promotes good hygiene, such as hand washing after touching animals and before eating. Toddlers show a developing understanding of safety as they try repeatedly to fasten their doll into the pushchair to stop it falling out. Children quickly become familiar with what to do when the smoke alarm goes off because the childminder practises fire evacuation with them regularly. The childminder promotes road and dog safety when she is out and about with children in the community, which further promotes their awareness of keeping safe.

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

The childminder has a good understanding of her responsibilities to safeguard and promote children's welfare. All required records and documentation are in place and well maintained. The childminder carries out regular risk assessments on her home and on the public places she takes children to. When they visit busy places, for instance farms and parks during school holidays, children wear high visibility vests to ensure the childminder can see them easily. They also wear a wrist band with her mobile telephone number detailed, which clearly promotes their safety. The childminder's knowledge and understanding of child protection issues and the procedure to follow if she becomes concerned about a child's welfare is secure. As a result, she effectively promotes children's welfare and safety.

The childminder demonstrates a good capacity to sustain continuous improvement. She keeps up to date on early years regulation by attending local authority briefing sessions and through home study. Overall, the childminder makes good use of self-evaluation to identify priorities for improvement. For example, she has reviewed and updated her policies and procedures, which she shares with parents, to reflect the latest regulatory changes. Since the last inspection, the childminder has modified her systems for carrying out assessments of children's progress and introduced a format for completing the progress check on two years olds. The childminder currently focuses her priorities on making more use of her garden, developing further the use of her observational

assessments and involving parents more in the process. Her positive attitude towards improving her practice helps to promote good outcomes for children.

Parents report very highly of the childminder. They say that children settle easily, look forward to attending and even ask to see the childminder at the weekend. Parents are pleased that children have the opportunity to socialise with larger groups of children because, as working parents, they do not have time to facilitate this. They feel well informed about children's developmental progress and look forward to reading the detailed diary entries she provides for them to read each day. Overall, they are delighted with the care provided. The childminder promotes effective partnerships with teachers at the local school, which helps to promote good consistency of care and learning for the 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

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	122315
Local authority	Surrey
Inspection number	813635
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	03/12/2008
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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