

Inspection date

Previous inspection date

28/01/2013

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 plans first-hand experiences and challenges appropriate to the development of the children, which successfully promotes their curiosity during play.
- Children initiate activities and engage in new experiences because the childminder knows when to join in their play and extend learning and when to provide them with uninterrupted time to explore.
- The childminder makes good use of her teaching experience and knowledge of child development, to help children make good progress in relation to their developmental starting points.
- Children's individual needs are well met, because the childminder establishes good communication with parents and involves them in children's learning and development.
- Since registration, the childminder has introduced lots of changes that have benefited the children and helped to promote their learning and development.

It is not yet outstanding because

- The childminder has not yet extended children's interest in writing, to provide opportunities for them to link sounds to letters, naming and sounding the letters of the alphabet.

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 indoor activities in the childminders home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2011. She lives in a house with her husband and two young children in Leatherhead, Surrey. The premises is situated close to shops, parks, schools and public transport links. Areas of the home used for childminding include the kitchen, sitting room, downstairs cloakroom, playroom and two bedrooms and bathroom on the first floor. There is a garden available for outside play. The family has pet rabbits and a cat. The childminder's provision operates Monday to Friday for most of the year. The

childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early year's age range, all of whom attend part-time and some who are in full-time education. The childminder also offers care to children aged from the end of the early year's to 11 years. The childminder holds a National Vocational Qualification at level 3 in Early Years Childcare and Education and a BA honours Degree in Early Years teaching.

What the setting needs to do to improve further

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

- extend children's interest in writing, by providing opportunities for them to link sounds to letters, naming and sounding the letters of the alphabet.

Inspection judgements

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

The childminder is observant and responsive to children's individual choices and interests. She knows when to join in their play and extend learning and when to provide them with uninterrupted time to explore. Consequently, children initiate activities and are happy to engage in new experiences. The childminder plays with the children and shows her interest as they discover new things. For example, as they touch and feel flannels and ribbons in a treasure basket. Children make good progress in relation to their developmental starting points. This is because the childminder makes good use of her teaching experience and knowledge of child development to meet their individual needs. She plans first-hand experiences and challenges appropriate to the development of the children, which successfully promotes their curiosity during play. Consequently, children are willing to 'have a go' during most activities, which helps them to be well prepared for starting school. The childminder talks to parents everyday and fully involves them in children's learning. She uses emails and a daily diary to complement this information and asks them to contribute their observations of children's progress at home. The childminder copies sounds and words that children use during their play, which helps them develop a range of vocabulary. Children gain good control of their movements, for example, as they learn to walk. The childminder promotes their balancing skills through providing wheeled toys and putting resources on the sofa. Children develop self-care skills, through opportunities to feed themselves.

Children look at books independently and show interest as the childminder reads stories. Some older children are beginning to give meaning to marks, as they attempt to write

letters on their drawings. However, the childminder has not yet provided opportunities for older children to talk about the letters that represent the sounds they hear in their name and other familiar words. This reduces the opportunities for them to link sounds to letters, naming and sounding the letters of the alphabet. Children enjoy looking at photographs of themselves and their families, which helps them to develop a positive sense of identity. They press buttons attached to electronic photographic books and listen to the voices of people in their families. The childminder responds to children's interest in how things work, by providing noise activated storybooks and a toy laptop. Children play imaginatively as they use role play resources, such as a play cooker. The childminder helps some children to overcome a reluctance to 'get messy', by providing a range of different tools and media. For example, when playing with cornflour.

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

The childminder develops close relationships with the children. Consequently, they feel safe and secure and confident to venture away from her to play independently. Children watch others around them, which inspires them to attempt things for themselves. For example, with learning to feed themselves and playing imaginatively. Children are generally well behaved and are encouraged to share, for example, when using a play cooker. Children who attend after school have a kind approach towards the younger children. Consequently, all children enjoy playing together and form good friendships. Children benefit from a wide variety of homemade food that includes fresh and raw vegetables. The childminder helps children develop an understanding of healthy eating, by providing mealtime placemats with pictures of healthy food on. This inspires children to ask for healthy items, such as kiwi. The childminder follows parents' wishes for introducing food to children that includes finger food from a young age. She makes sure this is safe and suitable for children's stage of development, by cutting it into small pieces.

Children have regular opportunities to play outdoors. They are provided with a good range of accessible resources that promote their confidence, exploration and ability to find new ways to do things and solve problems. The childminder provides children with good opportunities to learn about their own safety. For example, as she carries out evacuation practices and talks to them about what to do in the event of a fire. Children often choose to look at pictures of themselves, their friends and people from different backgrounds. This helps to promote their awareness and acceptance of difference.

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 through carrying out risk assessments. The childminder constantly re-appraises children's safety and introduces new initiatives. For example, she has provided children with high visibility jackets, which promotes their safety on outings.

and whilst walking to school. The childminder uses her good observation and assessment skills and information provided by parents, to monitor and adapt the range of activities she provides for children. Consequently children reach expected levels of development. The childminder makes good use of the Ofsted self-evaluation form and consults with parents, to reflect on her practice and make improvements. Since registration, she has introduced lots of changes that have benefited the children and helped to promote their learning and development. For example, she has provided additional garden toys, such as, a writing and drawing box, laminated plastic money and plastic food for an outdoor pretend shop. Consequently, children's learning is extended in the outdoor environment.

The childminder asks parents to complete feedback forms and uses their comments to improve the quality of her service. As a result, she now emails parents with photographs and observations of children during their play. This enhances the existing daily communication and information about children's progress. The childminder establishes effective communication with other providers and schools. She has made contact with a local pre-school and has shared ideas for planning and activities related to children's interests. She has also looked at children's development records completed by the pre-school, which have helped her to identify particular learning goals. Consequently, children's individual needs are well met and they receive continuity in their care and learning.

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	EY436742
Local authority	Surrey
Inspection number	795551
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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