

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

- Children benefit from a well-organised learning environment where they can be independent, active learners.
- The childminder is very thoughtful in helping children to settle, building their confidence in separating from their parents.
- Children learn to be sociable, respectful and well-behaved because the childminder has a good understanding of how to promote children's development in this area.
- Parents value the childminder's professionalism and work in partnership to support children's learning.

It is not yet outstanding because

- There is a weakness in the provision for expressive art and design.

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 at play.
- The inspector looked at records and documentation.
- The inspector discussed children's learning and development with the childminder.
- The inspector noted six references provided by parents.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her mother and school-aged daughter in Cobham, Surrey. They have a pet rabbit and two hamsters. All areas of the home are registered for childminding use and there is a front garden for outdoor play. The premises is situated within walking distance of local shops, parks and schools. The childminder currently has 10 children on roll, five are in the early years age range. The childminder supports children with special educational needs and/or

disabilities.

What the setting needs to do to improve further

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

- provide opportunities for children to freely explore materials in their open-ended play before using them in planned tasks.

Inspection judgements

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

The childminder has a good understanding of how to support children's learning and development. She has a wide range of toys and play equipment to cover all areas of learning and allows children a great deal of time to explore in child-initiated play. This means they can be independent in choosing activities and develop their curiosity. The childminder also plans activities that are targeted at children's individual stage of development. For example, she plans an enticing range of activities to build babies' patting skills, so that they can use the push-button toys more easily. This demonstrates that the childminder has a good understanding of how children's learning progresses. She makes concise and accurate observations of children's achievements. During play, she is thoughtful and considerate in checking children's interest levels and engagement. This helps her to make adjustments to keep children engaged. For example, she adds background music when children are quietly exploring small world toys as she notices that this helps them to stay at the activity for longer. Children become skilled communicators because the childminder is a lively and chatty companion. She thoughtfully uses the same words and phrases she knows parents use at home in order to give a consistent and homely atmosphere. As a result, children ask questions, chat and share their ideas. Babies enjoy babbling and pick up good communication skills. Children enjoy messy play and craft activities. This gives them opportunities to explore different textures, media and materials. However, the childminder had children making handprints before they had finished exploring the paint themselves. This inhibits their ability to experience and be fascinated by materials at their own pace. The childminder compiles learning journals which give a good overview of children's development. She makes monthly summaries of children's achievements using the document 'Development Matters in the Early Years Foundation Stage', and notes children's next steps. She invites parents to add to these records, and discusses children's progress so that she is aware of how children are achieving at home. This helps to create a strong partnership.

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

The childminder builds warm and affectionate relationships with the children. She has a strong understanding of their need for security and works very closely with parents to make sure children can be confident to separate. For example, she created special 'talking' photograph albums for those children who found it particularly difficult. This helps them to settle and begin to feel safe to explore and play. The childminder knows the children's home routines and what comforts them. This helps them to feel contented. All children have their photographs in the hallway, along with named pegs and their own hand-towel, which fosters a good sense of belonging. The childminder has created a learning environment which is very child-centred. Toys and equipment are stored within easy reach of the children, helping them to be active, busy learners. The walls are adorned with interesting and educational friezes and posters, most of which are home-made. For example, the childminder has put together an interesting display of information about a range of different countries. There is a cosy area where children snuggle up with a book, and a table for messy play. This gives children a lot of choice and helps to engage them in purposeful play at all times. The outdoor area also includes the whole curriculum. For example, a display of pictures on the fence invites children to take part in a bug hunt, and they can see how the wind blows windmills around. This builds on their understanding of the world. Children have good opportunities to learn good hygiene habits because the childminder has well-established routines. Even very young children like to help to clean up paint, for example. Children benefit from a healthy diet. They have fruit and yogurt at snack time, and healthy balanced meals. They can have drinks of water at any time as their cups and bottles are easily available. Children enjoy a good range of activities to support their physical development. Crawling babies have a lot of safe opportunities to pull themselves up to standing. Toddlers who are enjoying testing their strength can be more adventurous, and the childminder skilfully gives them safe support without restricting their exploration. In this way, children gain confidence in their abilities and learn how to keep themselves safe. Children are well-behaved. The childminder keeps children engaged in quality play activities at all times, so children are busy and do not get bored. House rules are written in child-friendly terms and the childminder is very consistent and firm. This gives children clear support and they are cooperative and helpful as a result. The childminder created a wishing tree display which helps children to express their feelings and listen to others when they add their wishes to the tree. Overall, children have good opportunities to acquire the skills they need for group day care and school.

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

The childminder has a strong understanding of how to safeguard children. She has a clear policy which she shares with parents, so they understand her responsibilities. The childminder has risk assessed her home and activities to minimise potential hazards to children. The childminder carries out regular fire drills so children know what to do in an emergency. The childminder's record keeping is very well-organised, which underpins children's well-being. The childminder has a strong understanding of how to develop her

provision and monitor children's learning and development. She has a very professional attitude to her work and researches best practice in consultation with a mentor. This means she has quickly established good practice. She is constantly reflecting on how she works and makes effective enhancements to improve outcomes for children. For example, she has created a wall planner and colour coded the areas of learning so that she can see at a glance that she is covering all areas of learning. This helps her to monitor the curriculum and make adjustments to benefit all the children. The childminder has built open, professional relationships with parents. They recognise that she has reached a high standard in a short space of time and appreciate her dedication. Parents say this gives them peace of mind. The childminder keeps detailed care diaries which give parents an immediate description of what their child has done that day. Parents add their own comments, which helps to create a strong partnership. The childminder works with schools and other day care settings in the same dedicated manner. She has quickly established communicative relationships with them to support children's consistent care.

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	EY448930
Local authority	Surrey
Inspection number	806928
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
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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