

Inspection date

Previous inspection date

29/01/2013

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 are happy and secure as the childminder builds warm, close relationships with them.
- Children enjoy cuddles, play well with toys and enjoy the company of the childminder's children.
- Children's learning and development is good because the childminder plans a good range of activities using her experience and skills as a mother and primary teacher.
- The childminder is enthusiastic, professional and keen to continuously improve her practice.

It is not yet outstanding because

- children do not see a wide variety of print to support their early literacy skills.
- young children do not have good opportunities to play with a wide range of natural resources to further encourage their exploratory play.
- there are fewer opportunities for parents to share information about their children's achievements at home.

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 one child in the early years age group present during the inspection.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
- The inspector reviewed documents and sampled policies, children contracts and records relating to the Early Years Foundation Stage.
- The inspector discussed the childminder's self-evaluation.
- The inspector considered parents' letters.

Inspector

Carol Willett

Full Report

Information about the setting

The childminder registered in 2012 and lives with her husband and two young children, one of whom is primary school age. They live in a house in Ashford, Middlesex. Local schools, shops and parks are within walking distance. The whole of the property is used for childminding. Children play on the ground floor and only go upstairs to sleep and use

the bathroom. There is a enclosed garden area available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is caring for two children in the early years age group. The childminder attends the local toddler group on a regular basis. She is a qualified primary school teacher.

What the setting needs to do to improve further

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

- improve the programme for literacy by creating opportunities for children to see print in the environment, such as through displaying posters and labelling toys boxes
- develop a range of natural resources, such as in treasure baskets, which include a wide variety of materials to further encourage younger children's exploratory play
- enhance opportunities for parents to contribute to children's development records to include their achievements at home and be more involved in planning targets for learning.

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, as the childminder is secure in her knowledge of the Early Years Foundation Stage. She uses her experience as a teacher to plan well for children's progress. The childminder has an obvious love of being with young children and has good childcare skills, so children are happy and secure in her care. She organises her home and time effectively to provide a good balance of adult-led and child-initiated play. For instance, children enjoy listening to a story and respond by drawing pictures of the caterpillars and food in the story. The childminder effectively models the use of tools like rolling pins and shape cutters. She joins in with children's play and introduces new words, such as squishing and patting as children play with dough. The childminder observes the children as they play and she plans activities to develop their skill and understanding. For example, she notices children do not like getting their hands messy and provides play dough to develop their physical skills. The calm, reassuring encouragement helps overcome their reluctance to play with the materials. Children begin to enjoy the tactile, sensory experiences but there are fewer natural resources available to encourage children's further exploratory play, such as thorough the use of treasure

baskets.

The childminder has good interactive and teaching skills, which helps develop children's communication and language. She joins in with their play and introduces new words and ideas. However, children do not see a wide variety of print within the childminder's home to help them understand that print carries meaning. Children respond with enthusiasm to the varied activities as they complete puzzles and role-play in the kitchen. The childminder provides good opportunities linked to children's developing physical skills. She encourages them well as they move from crawling to walking and to feeding themselves. The childminder provides a wide range of activities covering all learning areas. Children enjoy playing with pushbutton musical activity walker toys learning how technology works, for example. The childminder provides familiar daily routines so very young children are settled and secure. They enjoy a quiet time after lunch when they all listen to a story before bedtime. The childminder has a good range of resources to support children's imaginative play. They learn about numbers as they count the gingerbread men they make and sing number songs, for example. The childminder plans a good range of outings to parks and toddler groups and local amenities. This develops children's interest in the natural world and the local community.

The childminder works effectively with parents overall to support children's learning and development. She obtains useful information about the children's ability and interests. The childminder uses the information well to plan for children's learning and development. She keeps a written development record for each child with regular written and photographic evidence of children's achievements. She knows each child well and can clearly identify their achievements and progress since she started caring for them. Parents have fewer opportunities to fully contribute their observations from home, however, to provide an overall picture of children's progress and help set targets for learning. The childminder plans to complete a development summary to share with parents as she implements the progress check for children aged two years. She has a secure understanding of how to extend learning and overall, there is a good range of resources. The childminder provides an effective learning environment so children prepare well for the next stage in their learning.

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

The childminder has good childcare skills so children are happy and secure and make good progress in their learning. She is caring and affectionate, and toddlers receive lots of cuddles so they feel secure and confident whilst exploring the toys. The childminder quickly gets to know the children, recognising their non-verbal communication. She responds rapidly when they need a nappy change or are tired. Children clearly feel safe with the calm, relaxed childminder. After lunch they happily snuggle on the childminder's lap to have a story and quickly settle to sleep in the cot upstairs. The childminder obtains useful information from parents so she can follow their home care routines with consistency. She provides a suitable range of age appropriate activities, resources and equipment so children are engaged in purposeful play. For example, they enjoy role-play with kitchen equipment and manipulate play dough sat in the highchair. The childminder

has a very inclusive approach and she has good skills to manage the difference in age ranges so all are included and play happily.

The childminder has good organisational skills so children can initiate their own play and learning. Young children can freely access the wide range of good quality low-level toys and equipment that cover all areas of learning. There are resources available that reflect positive images of diversity to enhance children's awareness of similarities and differences in people. Toys for younger children are stored in the lower storage baskets or are freely accessible within the room where they play. Children confidently learn to take risks safely when developing new skills, such as when they learn to walk using the furniture and a push-along walker. Children grow in confidence as the childminder constantly encourages them through her smiles and praise as they discover new skills, such as using a rolling pin and cutters in the dough. Children happily learn to share and take turns through using the play dough tools. Behaviour is good as children respond well to the childminder's gentle, calm reassuring manner, effective distraction techniques and the positive learning environment.

Children learn about healthy lifestyles and their welfare well promoted as they play in a clean welcoming family home. The childminder has good daily hygiene routines and children learn the importance of washing their hands appropriately. She follows good nappy changing procedures, which limit the risk of cross infection. The childminder has a good understanding of healthy eating so children learn about healthy food choices. They enjoy plenty of fresh fruit and vegetables with their meals and snacks. Water cups are freely available so children can learn to respond to their body needs. The childminder talks to parents as she introduces new foods, such as quiche with tomato and cucumber. She knows how to store and prepare food to promote good health. Young children get lots of fresh air as they go out daily to collect older children from school. They develop their physical skills well as they enjoy using larger equipment in parks, or in the garden where they can use the trampoline. There is a good range of toys and tools to develop children's coordination and manipulative skills.

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

The childminder has a good awareness of the learning and development, safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure understanding of procedures, has attended training, and knows who to contact in the event of a concern about a child's welfare. She has safeguarding and complaints policies and shares information with parents so all are aware of their responsibilities. The childminder assesses her home taking positive steps to minimise hazards so children can play safely at all times. For example, she keeps her front door locked, has a safety gate on the stairs and uses a harness in the highchair. She keeps records of her risk assessments and regularly reviews them, which helps to keep children safe. The childminder has a good understanding of procedures relating to accidents, medication and sickness, which effectively promotes children's welfare.

The childminder uses her previous skills and experience as a teacher to monitor and assess children's development. She uses the Development Matters guidance to keep track of children's learning to make sure they are continually developing. She is fully aware of her responsibility in implementing the progress check for children aged two years. The childminder develops good working partnerships with parents overall. She has a portfolio with information for parents and she shares all her policies and procedures with them. Parents provide very positive comments for inspection and they are 'Absolutely happy with the home from home environment' and feel 'It is wonderful to hear about daily adventures'. The childminder provides feedback through a daily contact book and daily discussions which gives a complete picture of the child's day. She keeps them well informed about their child's development by sharing her observations and development records.

The childminder has made a good start to her childminding career and she clearly enjoys being with young children. She enthusiastically devotes her time to ensuring children are happy and continually developing through the provision of fun play activities. The childminder reflects on her practice using her self-evaluation form and has identified areas for further improvement. She is keen to develop her knowledge and skills in order to continually promote good outcomes for 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 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	EY450077
Local authority	Surrey
Inspection number	811432
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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