

Inspection date

Previous inspection date

01/02/2013

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 shows a strong focus on understanding the different ways that children learn and she fully encourages children's personal, social and emotional development from the start.
- She has introduced well-organised and fully documented systems of planning for activities that successfully encourage children's next individual steps in development.
- There are effective methods to evaluate the provision and the childminder is competently and frequently making changes to promote quality for individual families attending.

It is not yet outstanding because

- The childminder has not developed links with children's other carers to share information and promote partnerships for encouraging learning.

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 arrived and showed ID, she explained the inspection process.
- She viewed the premises and relevant documentation.
- The inspector observed the children during activities with the childminder.
- The inspector shared the inspection judgements with the childminder.

Inspector

Christine Clint

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and four children. Three children attend school and one child is pre-school age. The family live in Cranleigh, Surrey, within walking distance of all amenities. Children play on the ground floor only; they use the sitting/dining room and an adjoining playroom. Younger children sleep on the first floor during the day. There is a ground floor toilet. Children have easy access to the secure rear garden for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for 4 children on a part-time basis; all children 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:

- develop systems to share relevant information about children's learning with other carers and promote their ongoing development.

Inspection judgements

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

The childminder shows a strong understanding of child development. She has initially focused on settling the children into her home and with her own family. She is very effectively encouraging younger children's progress in the prime areas of learning. For example, she provides ample opportunities for crawling, holding hands and learning to stand. The childminder recognises that babies are developing fine motor movements as well and she introduces small activities of feeling the play dough. The childminder creates safe areas for babies on the floor where she can fully supervise and continually reassure them. She maintains their attention through continual conversation and this clearly encourages babies to learn to communicate. She talks quietly and explains what will happen next. She suggests different resources and provides these. For example, she includes singing and encourages younger children to bang on drums or make sounds using a variety of different musical instruments. The childminder knows that children learn from each other and she skilfully includes children of different ages even for short periods of time. The childminder shows high levels of interest in observing and recognising how younger children learn. She knows that babies like to sit at a higher level at times and this enables them to see the trees and birds outside the window. She is accurately distinguishing the different sounds that babies make, for example when they appreciate food, or show excitement through music and singing. The childminder encourages them to share picture books with her and they touch and talk about what they can see. She frequently uses repetition to help children learn new words and understand the meaning.

The childminder has introduced well-organised and fully documented systems of planning for activities. She explains that these are always flexible and often adapted to meet children's individual needs. She uses her observations and assessments of children's progress and clearly links these with plans for their next individual steps in development. The childminder is efficiently and effectively gaining ample information about each child's progress. She is building this knowledge to enable her to provide a written assessment

when children reach the age of two years. The childminder has fully established her relationship with parents and she clearly develops this from the well-formed routines for settling. The childminder provides a text update everyday for parents and at collection time there is a full verbal discussion about the day, the routines and how happy children have been. Parents have a daily diary also to refer to and this helps them to see their child's development regularly.

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

The childminder follows very effective care routines to enable younger children to settle. She encourages parents to stay when settling babies to share their individual routines for sleeping and feeding. This creates trust and forms good attachments with babies and parents. The childminder perceptively recognises and responds to children's individual needs. She provides ample affection and this enables children to form close attachments and gain a clear sense of belonging. The childminder recognises that very young children need to move in safe areas and see their surroundings to become familiar. Younger children show increasing independence and this reflects their happiness and their positive behaviour. For example, the childminder encourages babies to look at their reflection in the mirror; they show curiosity and smile happily. There are very regular routines for children to learn the importance of hygiene. The childminder includes hand washing for babies and she talks about this whilst carrying out the routine. She knows that children need to learn from an early age about the benefits of good health. The childminder provides all food for children and babies. She encourages their health through incorporating fresh food and preparing meals for weaning babies. She walks regularly with children in the locality and includes opportunities for fresh air and exercise. Children also have a good variety of outdoor apparatus in the garden to encourage their physical development.

The childminder continually supervises younger children especially to support their ongoing physical development. Consequently they show high levels of confidence because they feel safe. The regular checks for sleeping babies and the safety straps used in the high chair also maintain children's safety. Older children learn about road safety as they develop and they begin to understand the risks of fire through carrying out fire drills with the childminder. They also learn to maintain a safe environment for younger children by playing with toys that have small pieces when babies are asleep.

The childminder has a wide range of accessible play equipment which she rotates at times to meet children's different stages of development. In this way the childminder meets children's interests and their individual needs for development. She is building children's levels of learning and encouraging them for transition to nursery or school.

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

The childminder has competently organised a full range of systems to show her clear understanding of the learning and development requirements. She has developed detailed and very effective systems of observing and assessing children's progress. She shows a high level of understanding each child's progress and this enables her to identify and plan for children's next steps in development. The childminder has a responsible attitude and a clear understanding of safeguarding children. She has attended training in child protection and included written procedures. She understands how to follow these if there are any concerns about the children in her care. The childminder is also very aware of the requirements for suitability, she shares all regulatory information with parents and this also promotes their understanding. There are good detailed records of planned actions to show how the childminder is evaluating her provision. She is effectively using these to make changes and promote quality for individual families attending. For example, the childminder has introduced a safety system for emergencies. She wears a wallet containing all children's emergency contact details at all times when caring for children. She has re-arranged areas within the home to reduce the amount of toys and emphasise resources that fit particular ages and stages of development.

The childminder fully encourages parents to share information verbally. She also writes daily diaries to support the information she exchanges about children's routines and development during the day. The childminder provides parents with copies of their child's learning journal to keep at home. She knows that some parents are beginning to take her lead and include activities to help children's development. For example, by including animal noises for babies when they read a book. Parents say they have recognised that babies are learning to copy the animal sounds. The childminder has established strong relationships with parents and she has included all the required information and permission to maintain children's welfare. However she has not yet developed links with other regular carers to share information and encourage partnerships to promote 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
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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.
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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	EY450031
Local authority	Surrey
Inspection number	810848
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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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