

Inspection date

Previous inspection date

11/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled and building warm relationships with the childminder and other children, helping to promote their well-being.
- The childminder develops positive relationships with parents and carers.
- There is a good range of toys and equipment that are easily accessible to promote children's choices in their play and learning.

It is not yet good because

- The observations and assessments are not used effectively to plan to meet the needs of each child's next steps in their learning and development.
- The systems to involve parents fully in their children's ongoing learning are not always successful to enable a consistent approach to children's learning.
- The procedures to monitor and evaluate the childminding provision are not fully successful in recognising the areas that require developing.

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 reviewed the childminder's documentation including online information about children's progress, sample policies and procedures and the childminder's certificates.
- The inspector observed the children involved in play in the lounge and conservatory.
- The inspector spoke to the childminder taking into account the needs of the children.
- The inspector also took account of the views of parent's information they provided for the inspection.

Inspector

Lorraine Sparey

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three young children, aged six and four and two years, in Addlestone, Surrey. The whole of the ground floor of the childminder's house is used for childminding and bedroom on the first floor for children who require a sleep. There is an enclosed rear garden for outdoor play. The childminder is

registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of these; one of whom is in the early years age range. The childminder holds an appropriate early years qualification to level 3. The family have a pet Guinea Pig that has some contact with the children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of observation and assessment to understand children's level of achievement, interests and learning styles and use these to shape learning experiences for each child. Encourage parents to share information about their child's progress and learning at home to promote a consistent approach to promoting children's learning and development.

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

- develop a culture of reflective practice by introducing a process of rigorous self-evaluation.

Inspection judgements

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

Children are comfortable in the childminder's care. They are building warm and trusting relationships with her and the other children. Consequently, they are confident to approach her for cuddles and support in their play. The childminder plans and provides a balance of adult-led and child-initiated play. For example, when a child finishes their rest the childminder encourages them to explore. They investigate a rocket that makes different sounds. The childminder supports children's play by counting one, two and three before lifting the rocket into the air encouraging them to imitate the sounds. She passes the rocket to them to try and she says 'blast off', they smile during their investigations. Children show an interest in some large hoops and the childminder shows them different ways to roll and spin them. She follows children's interests. For example, one of the children is interested in animals. They are encouraged to help care for the guinea pig enabling them to learn to respect living things.

The childminder plans a range of activities. For example, encouraging children to explore what happens to water after adding food colourings and different flavours to the water. However, although these are well planned, at times, they are too advanced for the

children's age and stage of development. The childminder completes observations and takes photographs of children involved in their play and learning. These are shared with parents. The childminder gathers information about children's starting points through discussions with parents and the completion of the 'all about me' form. However, the information gathered is not always used effectively to plan the next steps in children's development. Nevertheless, children are making steady progress and are being prepared for the next stage in their learning or the move to school. The childminder is aware of the requirement to complete a two-year progress check. She is considering different methods to complete these as required.

Children go on a variety of outings in the community. For example, singing songs and using musical instruments at a 'Rhyme Time' session. This supports children's communication and language and enables them to socialise with other children of similar ages. The childminder promotes children's independence. For example, encouraging them to feed themselves and move on to the next stage such as walking and climbing. The childminder provides praise and assistance to make sure children feel a sense of achievement as they learn these skills.

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

Children can freely choose from a wide range of resources that are in easy reach to them. The childminder uses the space available to enable children to move around depending on what they would like to play with. They are building positive relationships with the childminder who follows their home routines. Consequently, children feel secure and comfortable in the welcoming environment. The childminder generally knows their individual needs and is able to meet them. For example, recognising some children are not keen on playing with different textures such as dough. The childminder provides a treasure basket of household objects for them to investigate.

Children are learning about healthy lifestyles. They benefit from healthy nutritious snacks and meals freshly prepared by the childminder. Any dietary needs or allergies are taken into account when planning meals. Children benefit from outings in the community to the park where they can climb, run and swing. They visit the soft play centre where they can develop and improve their physical skills in a safe and secure environment. The childminder has all the appropriate documentation in place to support children's health, safety and general well-being. Children are learning about safety because the childminder is a positive role model and helps children to keep themselves safe. For example, one of the children has recently started climbing. The childminder teaches the child to turn onto their tummy and slide off the sofa. The childminder has safety equipment in place to enable children to move freely and with safety.

Children behave appropriately. The childminder provides support to enable children to learn the boundaries and expectations. The childminder supports children to learn to respect and value others. They explore various festivals and celebrations throughout the year. For example, children make hearts for someone special to celebrate Valentine's Day.

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

The childminder demonstrates sound knowledge and understanding of the safeguarding and welfare requirements. She is confident in her knowledge of keeping children safe and secure. She has recently updated her safeguarding policy to include the use of cameras and mobile phones. The childminder is clear on the procedures she will follow in the event of a concern with regard to a child's welfare. All policies and procedures used to support her in her practice are shared with parents. They sign to acknowledge they have read and understood the policies and the childminder's role and responsibility. The childminder completes risk assessments and identifies areas that require attention.

The childminder has some basic systems to monitor and evaluate her childminding provision. For example, she consulted with her mentor childminder when she initially started to discuss various ideas for completing observations and assessments. However, these are in the early stages and are not effective in identifying areas that require development to improve outcomes for children. The childminder is aware of recent changes to the Statutory Framework for the Early Years Foundation Stage but has not fully considered how these requirements will be implemented. For example, keeping up-to-date with the learning and development requirements. There are some systems to monitor children's progress. However, these are not fully successful in making sure all areas are equally covered.

The childminder develops positive relationships with parents and carers. She shares with her portfolio that contains her policies, information on daily routines and her training certificates. The childminder uses an online system to record children's progress and this enables parents to access photographs and the observations at any time. However, this does not enable parents to be fully involved in their child's learning. Parents report that their children enjoy lots of activities in the home and their visits to rhyme sessions and soft play centres.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY449789
Local authority	Surrey
Inspection number	810841
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	3
Number of children on roll	5
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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