

<b>Inspection date</b>	27/02/2013
Previous inspection date	06/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children benefit from the strong partnerships that exist between the childminder and their parents and carers. Information is regularly shared to support their care and learning.
- Children are observed to be happy, secure and settled with the childminder. This is promoted effectively through the positive emphasis placed on children's personal, social and emotional needs and in their physical, communication and language development.

#### **It is not yet good because**

- The childminder does not always make full use of the information about children's prior learning.
- The childminder does not always take appropriate steps to minimise or manage potential risks to children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's activities in the kitchen/diner and the garden.
- The inspector held discussions with childminder.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector sampled some of children's records, policies and procedures.

## Inspector

Pauline Nazarkardeh

## Full Report

### Information about the setting

The childminder was registered in 1993. She lives with her husband and adult daughter in East Molesey, Surrey. The ground floor of the premises and all the bedrooms apart from one on the first floor are used for childminding and there is an enclosed garden available for outside play.

The family have pet gerbils. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups.

The childminder's provision is open all year round Monday to Friday except for family holidays agreed in advance. She also offers occasional overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range and three children over five years of age before and after school. She also offers care to children aged over five years to 11 years.

### What the setting needs to do to improve further

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

- Continue to develop practice and implement the behaviour management policy and procedures
- continue assessing any risks to children's safety and review risk assessments regularly.

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

- Make better use of initial assessments of children's ability to provide experiences that fully build on previous learning.

## Inspection judgements

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

The childminder provides children with a wide range of exciting resources and activities that capture their interest and hold their attention. She has a good understanding of the seven areas of learning and promotes each one to enable children to make progress in

their learning and development. Children's language development is encouraged through regular conversations and through sharing books. Children have opportunities to access story telling materials and develop a thorough enjoyment of books. Books and story props are consistently available and encourage all children to participate in the story; older children enjoy sharing their knowledge of books and stories with the childminder. As a result, children's vocabulary is within the developmental milestones expected for their age.

Children have access a wide range of mark-making resources with areas created in the home for older children to be supported to do their school homework. The childminder provides additional and targeted support to children when necessary to further promote their learning and development; resources are freely accessible which encourage children to explore and create their own designs. Children cross stitch pictures, identify complex patterns in abstract art designs and use a range of musical instruments to sing and dance to. The childminder is close at hand to offer support and encouragement to the children. They clearly enjoy her warm and positive interaction as they show enjoyment in their learning. It is also evident that older children benefit from the support they receive from the childminder to complete mathematics and literacy homework.

Mathematics is included in the daily routine, for example by counting the number of cups and plates and singing number rhymes and recalling the date of events. Children develop confidence in early mathematical thinking and begin to solve simple practical problems through their play. For example, they examine and count jigsaw pieces, identifying their position on the picture of the completed puzzle. This enables them to develop their skills in preparation for school or the next stage of their learning. The childminder has yet to carry out the progress check at age two, but shows that she has the skills to be able to track children's progress and identify the next steps in their learning.

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

The childminder gathers information from parents about likes and dislikes and children's routines. For example, the childminder ensures that children's comforters are available at sleep time. The childminder spends all of her time interacting with the children and hence encouraging their confidence and self-motivation. Children enjoy her positive interaction as she gives them continual praise and encouragement. For example, young children are very helpful in tidying away resources in the knowledge that once this is done they can access further toys of their choice.

Children are developing positive behaviour which helps to support their learning. The childminder teaches them to respect resources and to understand the importance of being kind and sharing with each other. She has improved her practice following an Ofsted investigation by developing strategies and involving children in how to deal with behaviour issues. The children develop appropriate self-care skills as they help themselves to drinks when they are thirsty, understanding the need to wash hands at meal times and the importance of oral hygiene.

Children are encouraged to develop healthy lifestyles. The childminder works with parents to provide healthy food options for children and to encourage them to taste new foods.

The childminder arranges for regular trips to the park and outdoor play in her garden to help children enjoy the fresh air and exercise as part of a healthy lifestyle. Children regularly visit a local toddler group where they meet with their friends and join in with their games. This actively supports their development of relationships and social skills. The childminder understands the need to create a safe environment. Risk assessment is in place and identifies most risks to children in the childminder's home. Children practise fire drills so that they know how to quickly and safely evacuate the childminder's home should the need arise. This helps them to develop an understanding of the importance of keeping themselves safe.

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

The childminder reflects on her practice and identifies areas for improvement, however a recent serious incident required Ofsted to set legal notices to secure improvements. Arrangements for safeguarding children in the childminder's home are satisfactory. Any incidents concerning children's safety and wellbeing are now reviewed by the childminder. Generally she keeps her home safe and secure for children, and she understands the need for on-going review of risk assessments. However the risk to children from pulling down photo frames has not been identified. The childminder holds a current paediatric first aid certificate and following on from a recent investigation she now ensures that children receive effective care if there is an accident. The childminder has clear evacuation plans and fire safety equipment in place.

The childminder has a good understanding of the learning and development requirements but does not make full use of information regarding children's prior learning. A recent serious incident required Ofsted the Police and Social Services have undertaken an investigation following an allegation in relation to how the childminder manages children's behaviour. Since then, the childminder has updated her policies, shared them with parents and has developed strategies to deal with challenging behaviour. She is aware that she must continually review her practice to ensure she meets the needs of all children in attendance.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities they complete. She has improved confidentiality and now stores and maintains information relating to the children in her care. Relationships with other providers delivering the Early Years Foundation Stage where children attend are evolving. For example the childminder has developed links with keyworkers at nursery and the class teacher at school; this helps to support continuity in children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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 action. 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

<b>Unique reference number</b>	132068
<b>Local authority</b>	Surrey
<b>Inspection number</b>	895428
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	0
<b>Number of children on roll</b>	0
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/12/2011
<b>Telephone number</b>	

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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, which are usually the childminder's 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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