

Inspection date

Previous inspection date

18/03/2013

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 is increasing her understanding of children's development and recognises that children progress at different rates and in different ways.
- Children are developing good confidence and self-esteem. They are happy and settled and there are lots of giggles and laughter as they play.
- Children behave well at the setting because they receive sensitive support in understanding what is expected of them.
- The childminder plans a range of exciting adult and child led activities covering all areas of learning.

It is not yet outstanding because

- although the childminder encourages children's language and communication skills well, she does not always allow enough time for children to respond to her questions
- there is scope to provide more signs, posters and labels in the environment to help children learn about words in different contexts.

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 taking part in activities inside the home and out in the garden.
- The inspector spoke to the childminder and her co-childminder during the inspection at appropriate times.
- The inspector looked at the planning of activities, children's development records and documentation linked to the welfare requirements.
- The inspector also took into consideration recent comments from parents given as references for the inspection.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder registered in 2012. She works from the home of another childminder in Dorking, Surrey, close to schools and shops. All areas of the property are used for childminding with upstairs used mainly for sleeping and toilet facilities. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently six children on role, two of whom are in the early years age range. The childminder also offers care to children aged from the end of the early years age range to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- strengthen children's language and communication skills by giving children time to think and respond to questions
- create an environment rich in print where children can learn about words, for example using signs, posters and labels.

Inspection judgements

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

The childminder demonstrates a secure knowledge of the learning and development requirements. She is increasing her understanding of children's development and recognises that they progress at different rates and in different ways. She observes children's achievements and records these in individual folders to share with parents. The childminder identifies possible next steps for children's development and plans engaging activities around this information. As a result, children are making good progress. The childminder works effectively with parents in sharing valuable information so that they are involved in their child's learning at home. The childminder is aware of the requirements for the progress check at age two and has begun to prepare systems to complete this appropriately.

Children are developing good confidence and self-esteem with the childminder. For example, they show their strong sense of belonging as they freely access the resources available. They are happy and settled and there are lots of giggles and laughter as they

play. Children cuddle up with her and enjoy listening to stories. Children confidently talk about the pictures in the story book and enjoy retelling the story in their own words. Overall, the childminder encourages children's language and communication skills well. However, during some activities the childminder does not always allow enough time for children to think about their answers to her questions and give her their response. Children use puzzles to help them understand about space and shapes. With the childminder's support, children turn the jigsaw pieces around until the pieces fit correctly together.

Children clearly enjoy exploring their environment and steering their own learning. For example, they enjoy mixing the sand and water together as they make sand castles in the garden. They notice when the sand is too wet to make a sand castle and suggest adding more dry sand. Throughout the week the childminder ensures children access a variety of different experiences. For example, they play on equipment in the local park and soft play areas or make a visit to the farm. Consequently, children are developing important social skills to support their future learning and move to school.

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

Children are relaxed and feel at home in this comfortable and secure family environment. The childminder provides a good range of resources for children, which covers all of the seven areas of learning. Children have access to a wide range of books. However, there is a lack of posters and labels in the environment to help children learn more about words. Children are confident to explore and make independent choices about what to play with. For example, one child chooses to play in the sand, while another child plays on the slide. Children have good relationships with their peers and the close relationships with the childminder demonstrate very secure attachments. The childminder participates with enthusiasm in the children's games and activities. She responds positively to children's individual interests and ideas. The childminder praises children for their achievements and this helps to develop their confidence and self-esteem. Children behave well at the setting because they receive sensitive support in understanding what is expected of them. For example, children learn how to share and take turns when using popular resources, such as the sit and ride toys in the garden. Therefore, children are learning key skills which will help them move on to other settings easily. The childminder creates a harmonious and happy atmosphere because she calmly and sensitively diffuses any minor disputes effectively.

The childminder helps children to understand how to stay safe and healthy as she is a positive role model. For example, children understand the importance of good personal hygiene because the childminder talks to them about why they need to clean their hands before eating. Children are also encouraged to make healthy choices when they eat, such as eating fresh fruit for their snack. The childminder works closely with parents to ascertain children's individual dietary needs and allergies and together they agree arrangements for providing meals and snacks. Children learn how to keep themselves safe because they take part in the emergency evacuation drills. This means they know what to

do in the event of a real emergency.

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

This is the childminder's first inspection since registration. She has made a solid start to childminding and demonstrates a secure understanding of the welfare, learning and development requirements. The childminder plans a range of exciting adult and child led activities covering all seven areas of learning. She demonstrates a strong commitment to the children in her care and to continually improving her practice. She is able to clearly identify areas for improvement so that she can develop a plan for the future. For example, she is very keen to complete a level 3 childcare qualification. She works extremely well with her co-childminder to ensure continuity of care, resulting in children's needs being met well. The childminder reflects on her own practice and clearly knows her strengths and areas to be improved. For example, she is in the process of evaluating her observation systems to produce clearer documentation. A detailed range of written policies and procedures are in place. She provides parents with a copy of these important documents. This helps to promote children's health, safety and welfare.

The childminder ensures children are within her sight and hearing at all times. As a result, children feel secure and well supported in all that they do. The childminder works to maintain a safe environment as she is proactive in carrying out frequent safety checks. The childminder demonstrates a good knowledge of safeguarding issues. She clearly knows what she would do if she has any concerns, and who to report these to. The childminder has forged positive relationships with parents who state they are very happy with the child care their children receive. She gathers all necessary information to meet the children's individual requirements from the start of the childcare. All parents receive verbal feedback at the end of each day along with text messages and photographs of children's activities. The childminder offers all parents a daily diary which includes information on meal times and the activities children enjoy during the day. In addition, parents have good access to children's development records and are actively encouraged to contribute and share their children's achievements from home. The childminder is not currently caring for children who also attend other early years settings. However, she has a secure understanding of the importance of sharing learning priorities in order to promote continuity of 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 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

Unique reference number	EY450365
Local authority	Surrey
Inspection number	883939
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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