

Inspection date

Previous inspection date

17/04/2013

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 provides a welcoming, child centred play environment where children enjoy investigating and exploring a range of resources that support their learning.
- Children benefit from regular outdoor play in the garden or on walks in the local environment where they learn about nature and the wider world.
- Children develop a love of books through story sacks and regular trips to the library.
- The childminder has a clear vision and dedication to her business. Plans for improvement are well targeted and include the views of parents to help her reflect and improve on her practice

It is not yet outstanding because

- Activities to support children's literacy do not include enough opportunities for them to link sounds to letters, naming and sounding the letters of the alphabet.
- Relationships are not yet developed with other providers delivering the Early Years Foundation Stage to ensure progression and the continuity of children's care and 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
- 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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia. Edward

Full Report

Information about the setting

The childminder registered in 2012. She lives with her mother and son in Epsom, within the Royal Bough of Kingston Upon Thames. She is situated close to shops, parks and transport links. The ground floor and her son's bedroom are used for childminding. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, who attend on a part-time basis, five are in the early years age range. The childminder offers care from 7.30am to 7pm Monday to Friday all year round.

What the setting needs to do to improve further

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

- extend children's interest in letters by providing opportunities for them to link sounds to letters, for example, naming and sounding the letters of the alphabet
- develop partnership working by establishing links with other early years settings children attend.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. She provides an excellent range of activities that promote children's interests and abilities. She is secure in her knowledge of the assessments requirements. The childminder completes regular written observations of the children's development across the seven areas of learning. She also identifies next steps, which informs planning to ensure children are sufficiently challenged. Written observations and planning is shared with parents. She also gathers basic information from parents about children's starting points through discussions and the completion of the 'all about me book. Children are making very good progress and prepared for the next stage in their learning or the move to school, as a result. The childminder is aware of the requirement to complete a two-year progress check to ensure children's steady progress.

Children have good communication and language skills. They are confident and eager to join in and take turns in conversations, assertively expressing their thoughts and ideas. They share stories with the childminder on a daily basis. The childminder further develops children's love of books by introducing the book of the fortnight. Children's literacy

development benefits from regular visits to the local library, where they use the self-service machine to check books in and out. However, the childminder has not yet provided opportunities for older children who are interested in letters to talk about the sounds that represent the letters. This reduces the opportunities for them to develop an understanding of phonics.

Throughout the day children have excellent opportunities to engage in expressive arts and design activities. They have access to a well resourced activity kitchen that encourages their imaginations extremely well, while taking on different roles in pretend play. For example, they enjoy pouring water from the kettle to make tea, and stirring the pasta in the pan to make dinner. Younger children are captivated whilst making marks in shaving foam; exploring their senses through textures and scents. They demonstrate an increasing understanding of the world when using the range of information and communication technology equipment that is available such as calculators, torches and talking books. Children go on regular nature walks, where they have found sticks, empty snail shells and even a small log. This inspired the introduction of a nature table, where pet snails and slugs live and the children can view them further.

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

Children are content and settled because they have developed strong, warm relationships with the childminder and her family. They have a sense of belonging and kinship as they wear the settings logo t-shirt. The childminder provides a well-resourced homely environment that includes an excellent range of play equipment. Resources on offer cover the seven areas of learning, which fully supports children's learning and development. She has organised the child centred dedicated playroom to ensure children have plenty of clear play space to move freely and safely. Children are able to dictate their own play experience as they have access to low level, open front storage units that are labelled well to encourage children to make independent play choices. Children's displayed art work and photographs create a welcoming environment for children and parents. The childminder actively encourages children to make a positive contribution. They show a sense of responsibility for their environment. They eagerly help to set up activities, tidy away and set the table for lunch using individual placemats. The garden area is a reflection of the indoor environment and children enjoy the free flow experience.

Children progress well in their personal, social and emotional development. They enjoy attending a variety of drop-ins, where they meet up with other children and engage in varied activities. This enables them to make friends, build their confidence and develop social skills for their future. Children are developing a positive attitude to a healthy lifestyle. They benefit from fresh air and exercise on a daily basis, through visit to parks and local activity groups. The childminder has devised varied menus that are displayed for parent's attention. This demonstrates that children have access to meals that are healthy, balanced and nutritious. Mealtimes are sociable occasions where children enjoy home-cooked meals. They sit at the table with the childminder and discuss what they are eating and what they have done that day. The childminder promotes children's understanding of hygiene through effective daily routines. All of which helps them to manage their own

personal care needs. Children are able to manage their own thirst and hunger levels, by helping themselves at the snack station. They also learn about staying safe. For example, when on outings they learn about road safety. Children know they must hold hands or onto the buggy when near busy roads. They behave well and the childminder uses positive strategies to help them learn wrong from right. She encourages good behaviour through using continuous praise. This helps children to develop their confidence and self-esteem.

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

The childminder's has a good knowledge and understanding of the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Systems in place ensure children make good progress and that any gaps in their learning are identified and acted upon. Children are well protected through her effective understanding of issues surrounding safeguarding. This includes who to contact if she has concerns about a child in her care. The childminder makes sure her home is safe, through visual and written risk assessments. She maintains all up to date required documentation. The childminder has made a good start to her childminding service. She has started to evaluate her provision to identify areas for improvement and acted upon these. For example, the childminder has revised her handover procedures to ensure parents have a more detailed verbal handover.

Partnership with parents is well established The childminder has implemented a wide range of policies and procedures that are in line with requirements. These are shared with parents to keep them informed of her practice. Good procedures are in place for keeping parents informed of their child's progress and development. Parents have access to their individual children's learning folders, photos, newsletters and daily discussions. They are also encouraged to come into the setting to get involved in activities and to go on visits to the park. Parents contribute to the evaluation of the setting and have positive praise of the care and learning provided. This effectively contributes to a continual two-way flow of information. However, she has yet to implement partnerships with other early year's providers where children attend to help to help promote continued learning and development.

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	EY448955
Local authority	Surrey
Inspection number	889011
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
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
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M1 2WD

T: 0300 123 4234
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