

<b>Inspection date</b>	14/05/2013
Previous inspection date	12/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

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

- The childminder provides a welcoming home environment.
- The childminder shares gentle supportive interaction with children, providing reassurance and building sound bonds.
- The childminder shares information with parents appropriately and incorporates their suggestions in daily activities, involving them in their child's learning.
- The childminder makes use of local pre school groups to supplement the home-based play she provides.

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

- Resources to encourage children's communication and language development are not used to their full potential.
- The range of creative activities does not consistently encourage children's free expression.
- Observations and assessment do not routinely identify children's next developmental steps and how they will be helped to achieve these.

## 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 the childminder and the children she was caring for in the childminder's home.
- The inspector sampled children's information and development records.
- The inspector shared ongoing discussion and a joint observation with the childminder.
- Parents' views were gathered through recently completed questionnaires.
- Safeguarding was discussed with the childminder and her policy sampled.

## Inspector

Jane Nelson

## Full Report

### Information about the setting

The childminder has been registered since 1997. She lives with her husband and her adult daughter in a house in West Molesey, in Surrey. The whole of the ground floor is used for childminding which includes toilet facilities. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age range who attends on a part-time basis. The childminder takes children to the local library, parks and activity centres.

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

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

- Ensure the premises and equipment are organised in a way that meets the needs of children, making sure the organisation of space and storage of resources encourages children's exploration and independence.

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

- develop the use of resources relating to individual children's interests to stimulate discussion and encourage children's communication and language development
- review the organisation of activities to increase opportunities for children's free expression during creative activities rather than adult directed activities or expecting a finished object
- monitor the use of observations and assessment to routinely identify children's next developmental steps and how they will be helped to achieve these.

## Inspection judgements

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

The childminder provides a homely environment and shares gentle, affectionate and caring interaction with children which results in children feeling secure in her care. She

plans and provides an appropriate range of play experiences that help children to make sound progress in their learning and development. Some aspects of the daily routine and the activities the childminder provides help prepare children for the next stage in their learning appropriately. For example, children regularly visit local pre school groups with the childminder. These experiences help children to socialise in a larger group of preparing them for similar routines when they move on to play group or nursery.

The childminder provides close physical reassurance for children. Talking quietly, she encourages and joins in some aspects of their play. For example, making suggestions that they do a puzzle and helping them count the number of cars, trucks and trains they are playing with. The childminder encourages children in recognising familiar words such as their name on one of the trucks they are playing with, and repeats words and phrases children use. However she does not make full use of resources relating to individual children's interests, such as photographs of their favourite toys, activities or places they have visited, to extend and stimulate discussion.

The childminder provides a wide selection of toys and play materials. However the organisation of space, and how toys and equipment are set out, restricts the space children have to play in. This also has an impact on their ability to make independent choices about what to play with. For example the childminder provides a range of good quality books although children show little interest in these as they are in a pile on the floor, rather than a few books reflecting children's favourite stories or characters being available in a cosy area. Children concentrate and persist with an activity that interests them, such as sorting, moving and lining up a selection of cars, trains and trucks. They use early mathematical skills as they estimate the size of different vehicles and which one will fit into the space in the line. Children show an understanding of size, using words such as 'big and little' in their play. They use their physical skills and co-ordination as they move the vehicles from one low surface to another, sometimes rolling them along on the floor. Children count the vehicles, using numbers confidently as they add one more to the line. They are beginning to recognise different numbers and match these to the corresponding shapes in a number puzzle, with the childminder's help. Children explore stacking containers, matching some colours and using their imagination to build 'a tower' with the beakers before 'making a cup of tea'. They investigate a series of small boxes by opening and closing the lids. However these experiences are not extended or further investigation encouraged by the childminder. For example by activities such as putting different items in a variety of containers and guessing the contents.

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

The childminder builds firm bonds with children helping them feel safe and secure in her care and relaxed in her home. Children demonstrate they feel relaxed, frequently showing the childminder things and chatting to her and themselves as they play. They show a developing awareness of their own safety, reminding themselves to be careful as they move around and play. However the organisation of space and play materials in the home has an impact on the amount of space children have to play in and, on occasion, they trip over the toys that are set out and which cover most of the floor.

Children gain awareness of appropriate hygiene practices through the daily routine. For example they see the childminder follow appropriate hygiene practices, such as hand washing and using disposable gloves when changing their nappy. They have their hands cleaned with wet wipes after nappy changing and before eating. Parents provide children's food, and children enjoy their morning snack of rice cake snacks sitting safely in a child seat in the kitchen. Children have access to daily outings, visits to local parks and play in the childminder's garden which encourages their enjoyment of being outdoors and their physical development.

Children behave generally well. They are interested in the toys the childminder provides and enjoy playing with the cars and trucks. They listen and respond to the childminder's calm and consistent demeanour, following her suggestions and responding when she suggests another activity or that they might like their snack and a drink.

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

The childminder has been registered for many years and has made sound progress since her last inspection, addressing the actions and recommendations made. She has developed her knowledge regarding how to support children's learning and development and updated and increased some of her policies and procedures. The childminder has initiated a system to observe, monitor and record children's development and progress. She has reviewed and amended this system, using self-evaluation appropriately to make improvements. The childminder records her observations, linking these to children's age and stage of development and generally identifies their next stage, although not always how they will be supported in achieving this. The childminder maintains a scrap book record of creative activities she does with the children. However some of these examples are adult created, directed or use pre-printed illustrations rather than children's original creations.

The childminder understands her responsibilities regarding safeguarding and child protection issues. She is aware of the procedure to follow if concerns arise regarding children's welfare or an allegation is made relating to her. The childminder has put a written procedure in place to inform parents of her responsibilities. The childminder uses risk assessments appropriately to monitor safety in the home and on outings. However, she does not monitor the organisation of the premises, space and resources appropriately to meet the needs of children and encourage children's independence and exploration. The childminder understands her responsibility to meet legal requirements such as the number and ages of children she can care for. She maintains the required records and documentation.

The childminder provides a homely environment, with a varied range of resources and play materials, although the amount and selection available can be overwhelming for children and do not always reflect individual children's interests and stages of development. For example a selection of baby equipment and toys are set out, when only

older children are present. These take up space and distract children's attention and involvement in their own play. The childminder has sound partnerships with the local community, such as, pre school groups and the library, to supplement the home-based play activities she provides.

The childminder shares information with parents appropriately. She records information in a daily diary keeping parents informed about their child's day. Parents comment they are happy with her care of their children. They particularly comment that they like being involved in their children's learning by contributing to some structured activities the childminder does with children.

### **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>	507430
<b>Local authority</b>	Surrey
<b>Inspection number</b>	804886
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/06/2012
<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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