

<b>Inspection date</b>	21/05/2013
Previous inspection date	19/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 develops caring relationships with the children so they are happy, feel secure and play well.
- The childminder attends regular training so that she can maintain her knowledge to provide consistent good quality care and learning for the children.
- The childminder has good relationships with parents and with other professionals. There are clear systems for day-to-day communication. This helps ensure the childminder knows children well and effectively meets their individual needs.
- Children's language development is given priority. Children who require extra support are identified quickly and provided with the support needed to help them make progress.

#### **It is not yet outstanding because**

- The childminder does not encourage parents to share their children's learning at home as well as possible, in order to keep her thoroughly updated with their children's achievements.

## 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 in the play room, dining area and garden.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector gathered the views of parents through written feedback.
- The inspector looked around the premises.

## Inspector

Claire Douglas

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband, who is a co-childminder and their four children in Epsom, Surrey. The whole of the childminder's home is used for childminding and there is an enclosed garden available for outside play. The main area for minding is the downstairs of the premises. The premises is close to local shops, parks and a main line train station. The childminder is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. The childminder has two children on roll in the early years age range. When working with her co-childminder, she can care for a maximum of ten children of whom six may be in the early years age group. Children with English as an additional language attend.

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

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

- invite parents to keep the childminder as well informed as possible about their children's achievements at home, for example, through providing photographs or observations they have made, so that successes can be celebrated and used to contribute to future planning.

## Inspection judgements

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

The childminder dedicates time to getting to know children before they start, so that she understands their background and needs. For example, she encourages a gradual settling-in period, recording details of their starting points, individual needs and routines. This helps to ensure that children settle well and that their specific needs are met fully. The childminder records and evidences observations of children's achievements using photographs. She identifies their next stages in learning and development. She refers to relevant guidance to assess their progress accurately. The childminder is aware of the requirement to complete a progress check for children aged between two and three years. She has a suitable way to do this, and her assessment system underpins this format. She has guidance ready to use at the appropriate time. Children are provided with a stimulating play room with a variety of activities that help them make good progress in their learning. The childminder effectively prepares them for their next stage in their development, for pre-school or school.

The childminder talks to children continually as they play, extending their understanding and language development. The childminder aids communication skills well with effective

use of repetition and sentence building. She recognises and equally values all languages spoken by children, including these in speech. She supports children's knowledge of numbers throughout the routine through counting by example or asking questions, such as. 'How many tomatoes are in the lunch box?' or 'How many pieces of puzzle are there on the floor?' Children show pleasure when they hear music and singing. They start to move to the music and join in with their favourite rhymes. Children's interests in the wider world are developed as they respond to a range of festivals, such as Diwali and Iranian New Year. They make candle holders and grow lentils, discussing the festival of light and celebration of new beginnings. Children develop their physical skills through movement and action games and when visiting parks and toddler groups. The garden is used daily and provides opportunities for children to investigate the natural world. They delight in watering and caring for the plants they are growing and help dig up the weeds.

The childminder works with her husband who is her co-childminder. They have a good understanding of each child's stage of development and learning. A daily diary of care routines is presented when going home along with verbal discussions, both of which keep parents informed about their children's progress and involving them in their learning. Parents are given access to their child's assessment records at all times. These provide a good overview of the learning taking place whilst the child is with the childminder. However, the childminder does not encourage parents to share their children's achievements at home as well as possible, in order for her to be fully up to date with everything that children do, so she can adjust her planning, if needed. Nevertheless, the partnership with parents is strong and communications with parents effective overall, aiding good progress. Written consent for aspects of care are obtained from the parents to promote children's welfare.

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

Children are settled, confident and happy in the childminder's home. They have formed secure attachments with the childminder, who is warm and responsive to their needs. They approach her for a cuddle or when feeling anxious, reflecting their feelings of security and being safe. These caring relationships support their emotional and physical well-being. The childminder organises the day to fit in with children's routines, which also helps them feel settled and secure. She completes on going risk assessments of her home, removing potential hazards through the use of sensible precautions, such as safety gates. This means children's independence and confidence can grow as they move freely and safely around the home. They choose from a good variety of age-appropriate, safe and suitable resources. They are well maintained and cover the seven required areas of learning. The childminder ensures resources are easily available at child level in the play room that is kept for children's use, so that children can select preferred items themselves.

Children develop their understanding of risk and how to keep themselves safe, due to the childminder's explanations. She states clearly, 'We must not play with the ball inside because it might hit someone'. She includes children in regular fire drills, so they understand what to do in emergency situations. She talks to them whilst out about why they must hold the buggy and how to cross the road safely.

The childminder effectively promotes children's good health and well-being. Careful procedures are followed for personal care, such as using disposable gloves, which helps reduce the risk of cross contamination. Older children are encouraged to use the toilet independently and know why they must wash their hands. The childminder helps children prepare for their future learning when they go to other early years provision. She reads books on starting school to them, along with developing their skills in putting on their shoes and coats. Many activities promote listening and concentration skills, enabling children to be ready for the next stages in their development. This helps to prepare them for school. Children learn about healthy eating as the childminder and parents jointly provide a good selection of healthy meals and snacks. Children have access to a healthy range of fruits on offer daily, such as pineapple, oranges, strawberries and apples. Children enjoy regular outings to toddler groups, parks and the school run, where they benefit from fresh air and physical exercise.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She works closely with her co-childminder to ensure that children are making progress in all of the seven required areas of learning, appropriate to their ages. They both make regular observations and review children's what children need to learn next, to provide an accurate picture of children's development. The strong partnership with her co-childminder provides good information sharing to keep children motivated and interested in their learning. The childminder has a committed approach to safeguarding children; she has attended relevant child protection training. She demonstrates a clear knowledge of the procedures to follow if he has any concerns about children in her care. All the required paperwork that promotes children's safety and wellbeing is kept and records are clear and up to date.

Children's achievements are observed and assessed to track their progress. The childminder works in partnership with her co-childminder and together they monitor the provision they are offering. Weekly discussions about the activities and the children's needs provide the relevant information for the following week's planning, although sometimes not all details of children's most recent successes at home are readily available. The childminder incorporates children's next learning stages in planned activities, making sure that all children are progressing in their development. The childminder has positive relationships with the parents and keeps them well-informed about their children's care and learning. She works well with the parents to enable children to grow and flourish in her care. Parents' written views, reflect confidence in the childminder's ability to provide a happy and stimulating environment for the children. Parents are given access to a full range of policies and procedures. The childminder works with other professionals, where appropriate, such as reception class teachers, to ensure children benefit from a consistent approach.

The childminder has completed an evaluation of her service with her co-childminder which

helped to identify strengths and weaknesses. She develops and improves the provision, making good use of local authority training courses to continually develop her skills and practice.

### **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>	EY385544
<b>Local authority</b>	Surrey
<b>Inspection number</b>	829959
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/03/2010
<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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