

## Inspection date

Previous inspection date

21/05/2013

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 builds strong relationships with the children promoting their self-esteem and feelings of being safe.
- Children have easy access to a good range of resources. The designated play room enables children to make choices as they move around the environment.
- The childminder has good relationships with parents and with other professionals. There are clear systems for day-to-day communication. These help ensure the childminder knows children well and effectively meets their individual needs.
- The childminder is enthusiastic and provides good quality care and education for all the children. Continuous improvement is promoted through the development of knowledge from attending relevant training courses.

### 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 taking part in activities and during care routines.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector looked around the premises.
- The inspector sought the views of parents through written feedback.

## Inspector

Claire Douglas

## Full Report

### Information about the setting

The childminder registered in 2008. He lives with his wife, 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. He has two children on roll in the early years age range. When working with his co-childminder, he 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. He collects and takes children to and from local schools.

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

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

- extend the education programmes for mathematics and literacy by encouraging children to develop a curiosity about numbers and letters as they play. For example, by using numbers and words in purposeful contexts around the environment.

## Inspection judgements

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

The childminder spends time getting to know the children before they start so that he understands their particular individual requirements. He encourages parents to gradually settle children, recording details of their starting points, individual needs and routines. This approach helps children settle quickly because their specific needs are known and met well. The childminder records observations of children's achievements and identifies their next stages for progress. He uses relevant guidance to assess their progress closely. The childminder is aware of the requirement to complete a progress check for children aged two years, and has an appropriate format for these records. Children are provided with a wide variety of activities that help them make good progress in their learning. This effectively prepares them for their next stage in their learning.

The childminder continually talks to children as they play, extending not only their conversation skills but also their understanding and developing their self esteem. He supports children's knowledge of numbers and letters when singing counting rhymes and looking at posters and number books. However, use of numbers and words on labels, to promote children's understanding of their purpose and value is under used. Young children

enjoy sharing books with the childminder. They help lift the flaps to see what is hidden underneath, and look at pictures of familiar objects with interest. The childminder aids communication skills well with effective use of props. For instance, children are given an apple to hold repeating its name while finding a picture of an apple on a card.

Children's interests in the world around them are developed as they celebrate a range of festivals such as Diwali and Iranian New Year. They make candle holders and grow lentils, discussing the festival of lights and celebration of new beginnings. Children develop their physical skills when using the garden. A range of resources, such as balls, cars and bikes enable them to practise kicking, catching and pedalling. The childminder provides ample opportunities for physical development in the garden. Children also play with toys imaginatively outside, such as when using toy vehicles. They plant seeds and help water the plants, so exploring and investigating the natural world.

The childminder works alongside his wife who is his co-childminder. They have a good knowledge of children's learning and development. This enables them to identify any concerns and to work with the parents to provide appropriate support to meet the children's individual needs. The childminder assesses children's development and keeps parents informed about their children's progress, openly inviting them to view their children's records. He keeps a daily record of care routines in a diary which is shared with parents. As parents are well informed of children's progress, they continue learning at home and develop strong links between home and the childminder.

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

Children are confident, happy and settled in the childminder's home. They form secure attachments with the childminder, who has a good awareness of their individual personalities and likes and dislikes. This attachment supports 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. He completes on-going risk assessments, 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.

Children choose from a good variety of age-appropriate, safe and suitable resources, both inside and out. The childminder ensures these resources are easily accessible within the dedicated playroom so that children can select things for themselves. Children gain an understanding of risks and how to keep themselves safe. For example, the childminder discusses safety rules in the home, such as 'no ball games inside'. He includes children in regular fire drills too, so they know what to do should the need arise and they have to vacate the premises quickly.

The childminder effectively promotes children's good health and well-being. The childminder follows careful procedures for personal care, such as using disposable gloves, which helps reduce the risk of cross contamination. Older children are encouraged to use a tissue appropriately and cover their mouths when coughing. The childminder provides

healthy meals and snacks, along with packed lunches from parents at lunch time. Fresh foods with a good supply of fruit and vegetables are offered daily. Children play outside every day as part of a healthy lifestyle. They enjoy daily outings to toddler groups, libraries, 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 his responsibilities in meeting the learning and development requirements and takes an enthusiastic approach to his work. He works closely with his co-childminder to ensure that children are making progress in all of the seven areas of learning, depending on their ages. They both make regular observations and review what children need to learn next, to provide an accurate picture of children's development. The strong partnership with his co-childminder provides good information sharing to keep children motivated and interested in their learning. The childminder has a committed approach to safeguarding children; he has attended relevant child protection training. He demonstrates a clear knowledge of the procedures to follow if he has any concerns about children in his care. All the required paperwork that promotes children's safety and well-being is kept and records are clear and up to date.

The childminder assesses current childcare developments through on-line sources. Children's achievements are observed and assessed, so their progress is tracked. The childminder incorporates children's next stages in learning 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. 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 his service with his co-childminder which helped to identify strengths and weaknesses. He develops and improves the provision, making good use of local authority training courses to continually develop his skills and practice.

### **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

<b>Unique reference number</b>	EY385523
<b>Local authority</b>	Surrey
<b>Inspection number</b>	913011
<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>	not applicable
<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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