

<b>Inspection date</b>	05/06/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

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

- Children develop a range of physical skills as they play in the childminder's well equipped and interesting garden.
- The childminder gives a high priority to the safety of children through the implementation of clear policies and procedures and risk assessments.
- The childminder is caring and manages children's behaviour in a calm but firm manner.
- The childminder is qualified and experienced in working with children.

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

- The childminder does not accurately assess children's development and as a result does not always promote and extend children's learning in all areas, particularly their language development.
- The childminder does not sufficiently evaluate her practice in order to identify areas for improvement.

## 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 activities in the main living room and garden.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies and children's records.

## Inspector

Alison Kaplonek

## Full Report

### Information about the setting

The childminder has been registered since 2012. She lives with her husband and young child in Reigate, Surrey. The whole of the home, which is a first floor maisonette, is used for childminding purposes where children have access to a lounge/dining room, kitchen, children's bedroom and bathroom facilities. The master bedroom is used for the sleep provision of young children. Children have daily opportunities for outdoor play within the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll.

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

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

- consider the individual needs, interests, and stages of development of each child and use this information to plan and monitor challenging and enjoyable experiences for each child in all areas of learning and development.

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

- encourage children's language development in a variety of ways so that they build their vocabulary and are able to respond to questions
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of all aspects of the provision for all children.

## Inspection judgements

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

Children are happy and settled with this caring childminder. They feel safe and form secure attachments with the childminder and her family. Children make sound progress in all areas of learning and enjoy their time in the busy and interesting environment. The childminder has a basic knowledge of the seven areas of learning and provides an enjoyable range of activities that generally follow children's interests. Young children's vocabulary is within the developmental milestones for their age and they easily name their colours as they draw. They are beginning to develop their listening and thinking skills as

the childminder asks them what they are making with the dough. However, they are not always given sufficient time to respond and form their replies before the childminder asks another question. Consequently, some opportunities are missed to promote and encourage children's language development.

Children concentrate well and get quite absorbed in some activities. They learn about shape and size while completing puzzles and talk about how big their meatballs are at lunch time. They develop a range of physical skills as they play in the childminder's well equipped and interesting garden. Children enjoy each others' company and mostly play well together. They respond to reminders about sharing and taking turns. Children are regularly taken out to toddler groups or to the local park where they meet up with other young children and adults. This helps them to develop confidence and independence in situations away from their main care setting.

The childminder knows the children well and offers activities which she knows will catch children's interests and hold their attention. She has started to make some observations of children's learning and completes learning journals for each child. However, these have not always been kept up-to-date and do not show an accurate picture of children's levels of development. They do not yet include any progress checks for children aged two to three years of age, although the childminder is aware that she will need to complete these at an appropriate time. The childminder lacks confidence in how to make accurate assessments of children's abilities and to plan for the next steps in their learning.

The childminder has started to work with parents and has involved them in making an initial assessment of their children's learning. Parents complete an 'All About Me' leaflet which provides the childminder with an insight into what children like to do and where their interests lie. The childminder provides a verbal feedback about what children have done and enjoyed at the end of each day.

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

Children feel secure with the childminder who talks to parents every day about their child's routine and daily needs. The childminder gives high priority to the safety of children through the implementation of clear policies and procedures and risk assessments. She has a range of safety equipment in place enabling children to move freely and confidently around the play space. The childminder talks to children about being careful on the steps to the flat and about making sure they wear their hats when they are out in the sunshine. Children learn about fire safety as they regularly practise the evacuation drill.

The childminder encourages children to follow clear hygiene routines. She provides good support as they wash their hands before eating. They talk together about making bubbles with the soap to make sure everything is clean. The childminder obtains information from parents about any allergies or health needs their children may have. She shares her menus with parents and provides healthy and nutritious food if required. Children are encouraged to be independent and to feed themselves.

Children behave reasonably well and are sensitively supported by the childminder who reminds them kindly about sharing and taking turns with the toys. Children meet with other children and adults and develop their social skills. They learn to be polite to others as they are reminded to say 'please' and 'thank you'. They are encouraged to dress and undress themselves and to take themselves to the toilet. This helps to prepare them for the next step in their life such as starting at pre-school or primary school.

The childminder provides children with a satisfactory range of resources each day, depending on their interests at the time. Children have easy access to a welcoming environment and confidently help themselves to toys and play materials from boxes and shelves, most of which are within easy reach. Children make choices from the puzzles, dressing up clothes or the small world resources. They confidently ask for other resources which particularly interest them, such as the dough and shape cutters. Children are escorted safely to the outdoor area, which is away from the flat, where they enjoy a wide range of activities.

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

The childminder is reasonably well organised and ensures that all required documentation is completed accurately and shared with parents. She completes children's details and permission slips with parents and keeps clear records of children's arrival and departure. The childminder has a sound understanding of her duty to safeguard children and to meet the welfare requirements. She has written a safeguarding policy and understands the concerns she needs to report to ensure that she keeps children safe. She completes risk assessments to identify any dangers in her home and teaches children about keeping themselves safe.

The childminder is well qualified and has experience of working with children in a variety of different settings. She is committed to improving her childminding service through accessing further training and is currently applying for a range of courses to enable her to make improvements to her practice as a childminder. However, she has not yet completed any self-evaluation to help her to identify priorities for development and improve the quality of all aspects of the provision for children.

The childminder has positive relationships with parents. She shares a satisfactory range of information about each child's daily routines and achievements. She has started to involve parents in their children's learning and development as they talk about the information in the learning journals. The childminder understands that if she cares for children who attend other settings, she will need to make links with these other providers to enable her to complement the activities children take part in during the day.

### **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
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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>	EY454908
<b>Local authority</b>	Surrey
<b>Inspection number</b>	894449
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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