

Inspection date

Previous inspection date

05/06/2013

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 skilfully engages and involves children in stimulating activities that promote their progress well.
- The childminder uses good questioning skills to help children think and respond, supporting their communication and language skills effectively.
- The childminder has very good settling in procedures so children are secure and happy and are well motivated to play and learn.
- Children develop good attitudes to learning as they are enthusiastically engaged in activities and outings that generally support all areas of their learning and development.

It is not yet outstanding because

- The childminder does not explore all opportunities to encourage children's mathematical and early reading skills.

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 one child in the early years age range during the inspection.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Pamela Paisley

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and three children aged 14, nine and five in Epsom, Surrey. The childminder's home is located close to parks, schools and local transport links. The whole ground floor and two bedrooms on the first floor of the home are used for childminding. There is a fully enclosed garden available for outdoor play. The family has a dog, two cats, two pet snakes and fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group, who attend on a part-time basis. The childminder collects children from local nursery and attends stay and play groups with younger children.

What the setting needs to do to improve further

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

- encourage children to work out where things belong and to further develop their early reading skills; for example, by labelling equipment with words, pictures or shapes to indicate where things are kept.

Inspection judgements

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn. She uses this knowledge well and as a result the quality of teaching is good. Activities and experiences are broad and effective and meet the needs of individual children. As a result, children are making good progress in their learning and development. Children's next steps are planned for well as the childminder uses observations and assessments effectively to help her plan for children's next steps of learning. The childminder ensures that parents contribute to initial assessments of children's starting points at the beginning of a placement so that she can plan strong challenges for them, from the outset. The childminder keeps parents well-informed about their children's achievements and progress through the use of a daily diary, which they take home. Children's progress is strong because they benefit from this shared approach to learning between the childminder and their home.

The childminder supports children's communication and language development well and they make good progress in this area. For example, when reading stories to the children, she skilfully uses questions to encourage children to tell her about the characters in books. Children are beginning to name animals and other objects in their favourite stories that

they recognise. Books are easily accessible in low level storage boxes so that children can help themselves. This means that they can read their favourites and explore a wide range of books. However, there are few labels, pictures or object templates in the environment, to help children learn that words carry meaning outside of books. This also means that children are not easily able to know where things belong. Children are developing good social skills as a result of the childminder being a good role model. They enjoy regular outings to local toddler groups. This gives them good opportunities to meet up with friends and mix with children of a similar age and to learn to play in groups.

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

Children are cared for in a calm and welcoming environment where they enjoy making choices about their activities. Children have formed strong attachments with the childminder and her family. She knows them extremely well and encourages children to talk about what they are learning and praises their achievements. This helps to build children's self-esteem. The childminder obtains all necessary information regarding children likes and dislikes and any support in relation to their health. This helps to ensure that children's individual needs are met effectively. The childminder provides a well-resourced environment with a wide range of good quality play materials. They are organised well to promote independence and meet the needs of all children in her care. Children behave well and have a good understanding about the importance of sharing and taking turns. The childminder encourages this through giving consistent praise and encouragement to children.

The childminder helps children to learn the importance of healthy eating habits as she provides nutritious meals and snacks. Children's understanding of a healthy lifestyle is promoted well through daily exercise and fresh air. They are encouraged by the childminder to walk when going on outings and enjoy the use of different physical play equipment, such as scooters. They are developing good physical skills as a result. Children regularly visit local parks where they can play games and run around in the fresh air. Children's understanding of how to keep themselves safe is reinforced as they practise regular fire drills with the childminder. Children develop good self-care skills, for example using cups independently and feeding themselves at meal times. The childminder provides good support to prepare children to move to other early years settings and school. She provides opportunities for children to practise reading, writing, dressing themselves and offers more adult led activities.

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

The childminder demonstrates a good knowledge and understanding of the safeguarding and welfare, and learning and development requirements of the Early years Foundation Stage. The childminder makes good use of the space and resources in her home and children are well cared for and supported during their time with her. The childminder has a good understanding of how to safeguard children. She is aware of the appropriate

procedures to follow should she have concerns about a child in her care and recognises that the welfare of children are her first priority. The childminder carries out rigorous risk assessments that are regularly reviewed to ensure children's safety in her home and on outings. There is an extensive range of policies and procedures in place, which the childminder shares with parents. This keeps them updated about the service she provides.

Well-established partnerships are in place with parents. They are able to view their children's observations and are provided with a summary of their children's learning and development through the two-year progress check. Assessments and photographs are shared with parents so they are kept up-to-date with their children's progress. Parents are kept well informed about their children's achievements, well-being and development. The childminder has a good understanding of the learning and development requirements. She evaluates her practice on an ongoing basis to ensure that she enables children to continue to make good progress.

The childminder has started to evaluate the service she provides. She has effectively identified her strengths and improvements that she wants make to improve outcomes for children. The childminder has attended several courses since being registered to enhance her child care knowledge and skills. She has plans to attend further training courses to support her in her role as a childminder as she is keen to continue to improve her practice. The childminder has developed strong partnerships with other early years provision the children also attend. She works closely with them to maintain continuity of learning and care.

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	EY401017
Local authority	Surrey
Inspection number	762675
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

