

Inspection date

Previous inspection date

18/06/2013

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's enthusiastic, positive approach towards learning enhances children's progress and development effectively. Children are progressing well in line with their individual starting points.
- Strong partnerships with parents have been established. An informative online daily diary provides a wealth of information about activities enjoyed, along with individual developmental profiles, which provide extensive information about children's progress.
- The childminder demonstrates a very good understanding of how young children learn and develop. She knows the children extremely well and uses observations and assessment effectively to plan the next steps in learning for all children.
- The childminder gives high priority to children's communication and language skills. She supports their language development through introducing vocabulary extensively during play activities and everyday routines.

It is not yet outstanding because

- Partnerships with other early years settings children attend are still developing. The childminder has not yet fully developed links to fully share information about children's learning needs in order to promote a consistent approach.

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 sampled children's observation and assessment records and discussed how the childminder supports their learning and development.
- The inspector sampled documentation, such as written policies and procedures, the attendance register, and accident, incident and medication records.
- The inspector observed children interacting with the childminder during free play and adult directed activities, discussing how these activities support children's learning and development.
- The inspector reviewed and discussed the childminders self-evaluation.
- The inspector conducted a tour of the indoor and outdoor learning environments.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and four children, one of whom is in the early years age range. The family lives in Ashford, Middlesex, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The family has a pet dog and a guinea pigs. The childminder is registered by Ofsted 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 range, all on a part time basis. The childminder is able to take and collect children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- develop further links with other early years providers, where the care of children is shared to promote continuity in children's learning and development.

Inspection judgements

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

The childminder demonstrates a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She supports young children effectively in all areas of learning, which provides them with a solid foundation for their future learning. The childminder has a broad range of toys and resources, and these are available at a low level, enabling children to independently choose what they would like to play with. This promotes choice and decision making skills from an early age. The childminder promotes children's child-initiated play extremely well. This helps her to identify children's individual interests and characteristics of learning well, which supports their progress and development strongly. For example, the childminder is aware that some of the children in her care are active learners. They like find out about how toys work through playing with them and exploring them, whilst other children watch their peers first before participating. She encourages those children who are more likely to watch and supports them to join in with activities with her and with their friends. The childminder organises adult-led activities in her local community to support children's development further. For example, to develop their social skills she takes the children to toddler groups where they learn key skills, such as sharing and turn taking. Regular activities to local parks encourage children's physical skills well as they are able to explore a wider range of play apparatus.

The childminder very positively supports and enhances children's personal, social and emotional development. Consequently, children demonstrate very good levels of self-esteem and confidence. The childminder provides children with ongoing praise and encouragement as they attempt new tasks or achieve a new milestone. For example, when a child fits a piece of a wooden puzzle into the appropriate shape she enthusiastically praises this achievement. The childminder reinforces the shapes that the child has correctly placed, which helps children to feel highly valued and promotes their confidence and self-esteem. The childminder gives high priority to children's communication and language skills. She supports their language development through introducing vocabulary extensively during play activities and everyday routines. The childminder encourages children's early babbling and non-verbal communication, such as pointing and extends this to using effective questions with older and more able children. She chats away to the children all the time, including them in conversations and extending their vocabulary during play and routine activities. For example, she introduces colour and shape vocabulary during a puzzle activity and simple counting when building with construction bricks.

The childminder uses a national guidance document in her practice to competently assess children's progress and to help her identify the next steps in their development. This enables the childminder to clearly outline how she plans to support children's progress further. The childminder uses a computerised system to record children's progress, altering the computer programme to make it individual to her setting and to ensure that it is parent friendly. She shares information with parents via this system, although she ensures confidentiality as parents can only log on with their unique password. This allows them to view their child's progress and development at any time and continue to enhance their children's learning at home. The childminder has specific development plans in place with the next steps in each child's learning clearly recorded, which enables her to clearly monitor their progress. Due to the ages of the children she currently cares for the childminder has yet to implement the progress check at age two, although demonstrates clearly how she will complete this assessment when required.

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

The childminder has effective settling-in procedures in place to support children to form strong emotional attachments with her. Children are happy and secure in the childminder's home and care, forming close bonds with the her, and her family. The childminder is very caring in her approach and this promotes children's feelings of security and belonging. During the settling-in period the childminder discuss all aspects of children's individual characters and requirements with their parents, which enables her to meet their needs effectively.

The childminder supports children to behave well by outlining appropriate behaviour and providing gentle reminders if children display any inappropriate behaviour. For example, the childminder gets down to the children's level when younger children squabble and explains simply how their behaviour may upset another child. She uses distraction as a main strategy to deter inappropriate behaviour with younger children and this works very

well. The childminder's excellent understanding of child development enables her to supervise younger children effectively, limiting opportunities for them to become frustrated with each other. This greatly reduces potential incidents between children as the childminder manages their behaviour effectively.

The childminder supports children to develop a good understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. She encourages children to develop independent hygiene routines from an early age. For example, all children are encouraged to wash their hands before meals and after using the toilet. The childminder is fully aware of children's individual dietary requirements and provides meals and snacks that effectively meet these. She works closely with parents to encourage children to try new tastes and textures. Children enjoy a wide variety of fresh fruit at snack times, which enhances their understanding of the importance of healthy eating. The childminder promotes children's self-help skills well. For example, she encourages children to cut up their own fruit under her supervision. As a result, children are learning to use a knife carefully. The childminder's outdoor area provides a variety of opportunities for physical play experiences. For example, children enjoy bouncing on the trampoline and playing on the slide and climbing apparatus. Children enjoy dancing and musical activities indoors, and visits to the parks to use different play equipment. This means children's physical skills are promoted effectively in and outside of the childminder's home.

The childminder supervises children extremely well during activities within the indoor and outdoor environments. This effectively supports children to feel and keep safe. Thorough risk assessments are in place. The childminder reviews these regularly to ensure that any hazards are identified and action is taken to minimise the risks to children. Children learn to keep themselves safe. For example, they regularly take part in the evacuation procedure, which enhances their understanding of how to keep safe in the event of a fire. The childminder uses a different exit each time she organises a practise fire drill. She also completes them at different times of the day to ensure all children have the opportunity to participate in these. The childminder provides simple reminders and encouragement to support children to develop a sense of safety. For example, when children use the slide in her garden she encourages them to use it appropriately. She reminds them that they should sit on their bottoms to use the slide and to climb up the steps rather than the slide section. The childminder also provides good explanations to children about how they can keep themselves safe around her pets, such as not poking their fingers through the guinea pig cage. She explains that the guinea pig may think their finger is a piece of food and eat it. She finds a carrot for the children to feed the guinea pig with as an alternative to their fingers!

The childminder maintains comprehensive records of any accidents children sustain whilst in her care, and she has clear procedures for the administration of medication. This ensures that children's health is promoted effectively. The childminder holds a paediatric first aid qualification enabling her to provide appropriate care in the event of an injury or illness.

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

The childminder demonstrates a clear understanding of her responsibilities in meeting all the Early Years Foundation Stage requirements. As a result, children's safeguarding and learning needs are met well. The childminder regularly updates her knowledge of child protection to ensure that she continues to maintain her understanding of the procedures to follow in the event of concerns arising about children's welfare. She demonstrates a thorough understanding of safeguarding procedures, particularly with regards to recording and reporting any concerns relating to child protection. The childminder has detailed safeguarding policies in place, which she shares with parent/carers to ensure that they are fully informed of her duty of care to the children she is minding. The childminder records any existing injuries a child arrives with together with an explanation from the parent as to how the injury was sustained. These procedures effectively safeguard children.

The childminder has highly effective systems in place to develop close partnerships with parents and carers. She gathers plenty of information from parents at the initial settling-in meeting about their child's individual needs and stage of development. She uses this information and her initial observations well to plan effective activities to meet each child's developmental needs. The childminder shares information with parents and carers on a daily basis at drop off and collection times in addition to the online diary. This enables her to share information consistently and to gain parent's feedback to support her ongoing service. Parents' comments are extremely complimentary, for example, 'she ensures that children are taken care of in a loving and responsible environment' and 'I am happy with my child's progress and how far he has come in learning all new different kinds of things'. The childminder has developed some links with other early years settings that children attend. However, this communication has not been fully developed to enhance children's learning through a consistent shared approach.

The childminder demonstrates a positive attitude towards the ongoing development of her childminding service. She reflects on her practice, using this as a means to identify her strengths while also highlighting areas for further development. She demonstrates a keen commitment to developing her knowledge through further training and through liaison with other childminders and early year's professionals. Regular discussions with children and a continual evaluation of the activities and experiences she provides ensures that she provides challenging, age appropriate resources and experiences. The childminder regularly evaluates activities and reflects on what has gone well. She therefore, makes changes to her provision as required, ensuring that outcomes for children are continually improving.

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	EY431753
Local authority	Surrey
Inspection number	773726
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	

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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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