

Inspection date

Previous inspection date

10/06/2013

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 encourages babies to use their senses to help them to learn.
- Children's communication and language development is very well supported by the childminder who uses a range of props and gestures alongside spoken language.
- Children make good progress in their learning and development because the childminder completes precise assessments of children's development and plans effectively for their next steps.
- The childminder makes good use of self-evaluation to identify priorities for improving her practice and outcomes for children.

It is not yet outstanding because

- The childminder does not fully share her in-depth knowledge, of how to encourage children's learning effectively, with parents so that they can use similar strategies to support their child at home.

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 as they played in the childminder's home.
The inspector sampled a range of documents including children's records,
- safeguarding policies, the childminder's self-evaluation and parent questionnaire responses.
- The inspector obtained the views of parents by reading the questionnaire that they had returned to the childminder.
- The inspector undertook joint observations of the children with the childminder throughout the morning.

Inspector

Amanda Tyson

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children in Chertsey, Surrey. All areas of the second floor flat are used for childminding, there is no lift access. There is a communal garden for outside play and the childminder takes children to local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has a Level 3 childcare qualification and a BA Hons degree in early years and education. The childminder is currently caring for one child in the early years age group. She also provides care to children aged over eight.

What the setting needs to do to improve further

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

- explain to parents the benefits of using props and hand gestures to support children's communication and language so that they can use similar strategies at home with their children.

Inspection judgements

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

The childminder is an experienced early years practitioner. She makes very good use of her knowledge of child development to support her practice. The childminder is skilled in completing and using observation and assessment to track and plan for children's progress. She has high expectations of children and ensures they are consistently challenged. Parents contribute their observations of children's interests and achievements. At the end of each month the childminder summarises children's progress towards the early learning goals. The format she uses for these reports meets the requirements for completing the progress check on children aged two years very well.

Children listen attentively to the childminder. This is because she uses props and gestures when talking and singing to children and reading them stories. The childminder understands that children learn best when they use more than one of their senses. For example, babies faces remain fixated on the finger duck puppets the childminder uses to act out a popular number rhyme. She uses actions, such as tipping with her hand when using the word 'cup', and makes picture books of children's experiences, such as going in a lift and on a train for the first time. When the childminder reads simple stories she involves babies by giving them actions to complete. For example, they collect an object or picture to match the one in the book. The childminder uses story sacks, gestures and

props very well to support children's communication, language and learning. However, she does not encourage parents to use similar strategies at home to offer their children similar support. The childminder understands the importance of encouraging children to use their parents' first languages to support their language development. She asks parents to provide important words, such as for parents and other relatives, which she uses when talking to the children.

The childminder provides a wide range of activities that encourage babies to explore and experiment using their senses. They happily chase the toy dolphin around the water trough because they are fascinated when it lights up. They enjoy squelching and tasting cooked pasta and making their first marks with paint on paper. Babies become intrigued when they discover their reflection in a large metal spoon, one of many everyday items included in the treasure baskets the childminder leaves out for babies to investigate. They enjoy regular visits to the community sensory centre which is equipped with a range of lights. Babies enjoy strolls along the river to see all the different boats and to feed the ducks, swans and signets. Children gain the skills they will need to move on successfully to the next stage in their learning.

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

The childminder provides children with a welcoming and stimulating home environment. Her home is clean and well maintained. The childminder makes good use of her available space. For example, there is a cosy book corner and den area in the lounge. The childminder has turned her balcony into a stimulating play area. This along with her good use of the community ensures that children experience varied play and learning environments. The childminder encourages babies to develop self-care skills, such as feeding themselves and progressing from a covered to open beaker. She ensures that they have enough suitable space to develop their mobility.

The childminder lays the foundations for children to adopt healthy lifestyle habits. She provides nutritionally well-balanced snacks and meals. Babies enjoy trips to different parks and indoor soft play centres where they have plenty of space to move freely. The childminder walks everywhere with children so they get plenty of fresh air. The childminder promotes good hygiene through her use of photographs, such as of hand washing. Children are helped through their first experience of parent separation by the childminder's gradual settling-in procedure. Parents visit many times with children before they start to leave them for increasing periods. Parents provide photographs of themselves and other special people in children's lives. The childminder makes these into a book to share with the children to develop their understanding of their immediate world. The childminder asks parents to provide children's preferred comforter and about their usual routines so that she can provide consistent care. The childminder follows these routines and keeps parents fully informed, for example about sleep times, food eaten and nappy changes.

The childminder uses positive language when she talks to children and praises them frequently with cheers and claps. They respond with big smiles. The childminder uses the

children's interests to ensure children are consistently involved in their play. This minimises squabbles. For example, she provides equipment for children to transport things around in, such as bags and walkers. She creates a den under the table for children to hide in. Very young children show that they feel safe and are beginning to manage their own safety really well. They have learned how to step over the lip leading to the balcony by holding on to the side of the door, but prefer to crawl when coming back inside. The childminder follows road safety rules when out and about so that children will copy her.

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

The childminder has made a strong start to childminding. She has a secure understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She is meticulous in her use of assessment and tracking of children's progress towards the early learning goals. The childminder is experienced in caring for children with special educational needs and/or disabilities and has completed associated training. She is very clear about her responsibility to safeguarding children. The childminder is very well organised and keeps detailed records to support children's health and safety. She makes good use of risk assessment to minimise hazards and to help to make sure her home is safe and suitable for young children. For example, she operates a 'no outdoor shoes' policy to minimise the spread of germs. The childminder has a clear procedure in place for keeping children safe on outings. She regularly practises fire evacuation procedures to ensure that she can exit her second floor home quickly and safely and to teach children how to keep themselves safe.

The childminder evaluates the effectiveness of her planning every day. She uses self-evaluation to monitor her overall effectiveness and to set herself long term goals. For example, after noticing that babies were more interested in tasting paint than exploring it with their hands she offered them cooked pasta. Then when she noticed they were becoming interested in making marks, she reintroduced the paint. The childminder's future plans include creating a toy catalogue to help young children make choices about their play, obtaining more multi-cultural play resources, enrolling on the local authority quality assurance programme and learning more skills for supporting children's dual language skills.

Parents offer high praise for the childminder. They are particularly pleased with the childminder's levels of communication about their child's progress and development. They like the online communication management system and are actively involved in using it. This means that, with the parents' consent, the childminder is well-prepared to share information with other agencies, such as the health visitor or preschool, when the time comes. Parents receive a monthly newsletter in addition to the reports about their child's progress. The childminder is very professional and dedicated to continually improving her provision in the future.

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	EY455413
Local authority	Surrey
Inspection number	896698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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