

Inspection date

Previous inspection date

24/07/2013

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 successfully promotes children's language development as she talks aloud and asks them effective questions during their play.
- Children are provided with a good range of resources and activities that promotes their exploration and interest in learning.
- Children's individual care needs are well met because the childminder establishes good two-way communication with parents.
- The childminder has an effective knowledge of how to promote children's learning and helps them make good progress through her positive involvement.

It is not yet outstanding because

- Children do not always have access to a wide range of mark making resources indoors.
- The childminder does not fully extend parents engagement in children's learning through regular opportunities to share and discuss children's developmental records.

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 indoor and outdoor activities in the childminders home.
- The inspector talked with the childminder, shadow inspector and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and discussed self-evaluation with the childminder.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her three children, all aged over eight, in Walton-on-Thames, Surrey. The family have a pet dog that lives with them for part of the week. All downstairs areas of the childminder's home are used for childminding purposes, with the exception of the dining room. There is a garden available for outdoor play. The childminder has a Level 2 early years qualification. She also has a Level 3 Forest School Practitioner qualification and implements Forest School teaching methods. The provision operates from Monday to Friday, for most of the year. There are currently five children on roll under eight years, of these, four are in the early years age range.

What the setting needs to do to improve further

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

- enhance the range of indoor resources available to support children's interest in mark making
- make records of children's individual progress more easily available for parents to strengthen their involvement in their children's learning.

Inspection judgements

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

Children are provided with a wide range of activities and experiences. For example, they fill bird feeders, make camps in the woods, take part in lots of cooking activities, and outdoor messy play. The childminder helps children develop the skills they need for their future and starting school. Children learn how to dress themselves, understand and adhere to rules and boundaries, and help tidy up toys. They build positive friendships, develop their self-confidence and good communication skills well. The childminder has an effective understanding of the learning and development requirements, which she uses to help children make good progress. She observes and assesses children's achievements and establishes a good two-way flow of information with parents about children's individual needs. However, she has not strengthened parents involvement in their children's learning by encouraging them to look at their children's developmental records.

Children listen carefully to the childminder and others during their play, and younger

children are beginning to join words together and engage in conversation well. The childminder successfully promotes children's language development by talking aloud and asking questions. For example, as they play with a doctors set together. Consequently, children are keen to talk during play and enjoy naming parts of their bodies and copying new words. Children show good control of their movements as they move around furniture in the playroom and crawl through a play tunnel. The childminder takes children to a soft play facility and a variety of outdoor spaces, where they use resources that provide challenge, such as wooden climbing and balancing equipment. Children develop good self-care skills as the childminder helps them wash their hands at appropriate times. Older children enjoy helping the childminder to make puddings for mealtimes, such as 'knickerbockerglories'. Children show interest in books as the childminder reads their favourite stories. She has plans in place to extend their interest by making more use of puppets during story times. Children enjoy making marks. For example, they use pencils to pretend to write doctors prescriptions and create designs using chalk on different sized boards in the garden. However, the childminder does not make a wide range of indoor mark making resources available to extend children's interest in using writing for different purposes.

The childminder uses mathematical language that helps children understand about size and capacity. For example, as they fill pots with soil and containers with dried pasta. She is observant and responsive to the discoveries children make during their play. She encourages children to talk about how things feel as they explore the outdoor environment and touch the bark on trees. Children learn about the features of living things as they plant sunflower seeds and bulbs, watch them grow and water plants in the garden. The childminder encourages children to use magnifying glasses to look at spiders in webs and responds to their decisions to look for bugs and snails by finding pots for them collect them in. She uses her forest school training to develop their understanding of the world through building dens in the woods. The childminder has plans in place to extend the opportunities for children to use real tools, and is currently providing age appropriate resources, such as hammers and nails for them to practise and develop skills to prepare them for these activities when they are ready. There is a good range of accessible resources that help children learn how things work, such as a battery operated toy washing machine, screwdriver and drill, shop till and an old computer keyboard. Children play imaginatively as they put dolls in high chairs and give them pretend food. The childminder provides children with a wide range of resources and activities that promote their sensory development. For example, water, sand, modeling dough, shaving foam, paint and glue.

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

Children are happy and well behaved. They develop close relationships with others and play together cooperatively as the childminder encourages them to share the toys. Since starting at the provision, children have significantly increased their confidence and independence, which can be seen as they select play equipment from low level shelves in the playroom. The childminder uses information provided by parents to respond to children's emotional needs and anxieties. For example, when children are frightened

during stormy weather, she takes out the musical instruments, which they use to drown out the noise. The childminder has a patient and caring approach, which helps children who are initially unsettled to feel secure. Children persist with activities because the childminder gets actively involved and provides support to help them achieve their aims. They are provided with nutritious and well balanced meals and snacks that promote their good health. The childminder works closely with parents to meet children's individual dietary needs.

Children are provided with a good range of resources and activities that promote their interest in learning and exploration, particularly in the outdoor play area. For example, they have access to a tray with mud and dinosaurs, a water and sand tray, a magnetic wall board with letters and numbers, small trampoline and age appropriate climbing apparatus. The playroom is an attractive and welcoming area, which includes a wide range of accessible resources. The childminder makes good use of a large low level play table to present resources in different ways. For example, she puts dinosaurs and farm animals amongst dried rice, oats and pasta, which inspires children to play imaginatively.

Children learn about their own safety as the childminder reminds them to point wooden sticks downwards and to watch what they are doing when negotiating a small step in the garden. She talks to parents about children's growing awareness of their own safety on outings and makes sure they learn not to approach strangers and unknown dogs. The childminder provides children with additional resources that promote their inclusion. For example, when children show interest in using binoculars to look at birds in the garden, she finds a magnifying glass for others to search for bugs. Children are beginning to develop an awareness of diversity as they use a good range of accessible resources that reflect positive images. The childminder embraces children's home languages and cultural celebrations. For example, she asks older children to write words in Greek, which she displays in the playroom and gives them cards related to a traditional 'naming day'. The childminder has plans in place to help children's move to school go smoothly. She has approached reception class teachers and agreed to share information about children's individual needs.

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

The childminder has a secure knowledge and understanding of how to safeguard children's welfare and the action to take if she is concerned. The premises are safe and secure. The childminder completes detailed assessments of the premises and outings to reduce risks and maintain children's safety. She adapts her levels of supervision during activities, according to her observations and children's developmental progress. For example, she holds the handle of a small trampoline when children become confident and jump higher, which stretches their abilities and enables them to use it safely. The childminder has successfully completed a forest school first aid qualification in addition to her paediatric first aid. This enhances her knowledge of how to respond if there is an accident outdoors. She has plans in place to access future training to enhance her existing good practice.

The childminder uses her observations of children's interests to engage them in activities and monitor their enjoyment and achievement. She uses feedback from parents and her previous nursery work experience to ensure activities meet children's individual needs and provide them with challenge. The childminder regularly evaluates the quality of her provision and consults with parents to drive improvement well. Since registration she has introduced more natural materials and improved the indoor and outdoor play areas by increasing the resources. She picks up ideas during outings to a children's centre, which have further promoted children's enjoyment of playing outdoors. For example, through the introduction of a mud play area. The childminder has a good knowledge of the strengths of her provision and areas she wants to improve. She accurately identifies that she interacts well with children, includes them in all activities and helps them to make decisions and take the lead in their play. She knows that children feel comfortable and confident to ask for resources they want. The childminder has plans in place to provide a covered outdoor play area so that children can use it for activities all year round.

The childminder has taken positive steps to establish partnerships with a local nursery school and reception class that one of the minded children attends to promote continuity in their care and learning. Comments from parents' seen in documentation during the inspection show they are happy with the provision. For example, they say 'the childminder is second to none and is very aware of the early learning requirements and fully compliments these in her day-to-day involvement with the children', and 'leaving our child with a childminder felt very daunting at the beginning but the childminder has made it a lot easier because of how wonderful she is with our child'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY457344
Local authority	Surrey
Inspection number	901582
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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