

Inspection date

Previous inspection date

25/07/2013

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 children have formed a secure attachment to this kind and caring childminder.
- Children are relaxed and develop confidence in their surroundings as they make their own choices and access their own play resources.
- The stimulating and bright playroom is very inviting for children and well equipped with a broad range of good quality resources. This contributes towards them making good progress in their development.
- The childminder uses discussions and positive reinforcement to help children to learn, not only about acceptable standards of behaviour, but also about health and safety issues.

It is not yet outstanding because

- Although the childminder has a secure understanding of partnership working, she has not yet devised a system to enable her to share children's development records with other early years setting that they also attend.
- There is more scope to improve children's understanding of people with varying abilities, through providing more play resources.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the childminder and spoke with the children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder registered in 2013 and lives with her husband and one young child. They live in a first-floor flat in East Molesey, Surrey. Access to the flat is via a flight of stairs. The whole of the flat is used for childminding and children play mainly in the children's bedroom/playroom. Children have access to an enclosed communal garden shared by all residents within the block. Local schools, shops and parks are within walking distance. The childminder attends local children's groups on a regular basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children, one of whom is within the early years age range. The childminder has a level 3 childcare qualification.

What the setting needs to do to improve further

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

- strengthen continuity in children's care and learning by sharing learning priorities with other early years provisions that children also attend
- extend the range of toys and resources to help further develop children's awareness of people with diverse physical characteristics and disabilities.

Inspection judgements

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

The childminder knows how to successfully promote children's learning and development, enabling them to progress well. She gathers detailed information from parents about the children's individual needs and routines. This helps her to plan purposeful activities to support and extend their learning. She observes children closely and assesses their progress to identify if they need any additional support. Consequently, children are showing good progress for their age in relation to their starting points and capabilities. The childminder has a secure understanding of how she will provide a progress check for two-year-old children when she is required to. Relationships with parents are effective and make a strong contribution to ensuring that children's needs are met. Children's learning files are used well as a communication tool with parents, which helps to involve them in their learning and keeps them well informed of their child's progress.

Children are able to play in a very inviting and well-equipped learning environment. The childminder ensures there is a good balance of both child-initiated and adult-led activities,

using a broad range of good quality resources. For example, on the day of inspection, children were encouraged to make a musical shaker out of a cardboard tube and paper. Children were completely absorbed in the activity, filling the tube with rice and dried pasta before sealing it and decorating the outside. They also enjoy role play activities where they make their own train out of cardboard boxes and pretend they are travelling to London. All children relish the times they have to explore the toys. Children enjoy playing with the wide range of outside toys and resources. They dig in the sand, pour water, blow bubbles and play with skittles and footballs, thoroughly enjoying themselves.

Children's communication and language development is fostered well because the childminder gives quality commentary throughout their play. Children enthusiastically join in with songs and actions, which help them to learn letters phonetically. They respond with smiles and giggles as they recognise the different letters. The childminder repeats words to the children and encourages them to copy the words and sounds she makes. She gives lots of praise to the children as they repeat the words back to her, raising their self-esteem and recognising their achievements.

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

Even though children have been in the childminder's care for a short period of time, they are already very happy and secure, and have formed a strong attachment to her. Each child is valued and their individual needs are met effectively because there is a good exchange of important information. The childminder uses this information to help children to feel safe, settled and secure in her care. Children are relaxed and develop confidence in their surroundings as they make their own choices and access their own play resources. Children interact and relate well to the childminder and she helps them to learn how to play cooperatively with their peers as they develop good social skills. They are also encouraged to develop personal independence with their health and self-care skills. All of this helps children to be ready for their move to other settings and into full-time education.

Children's behaviour is good and their self-esteem is promoted as they are provided with regular praise and encouragement. The childminder uses discussions and positive reinforcement to help children to learn, not only about acceptable standards of behaviour, but also about health and safety issues. Children are encouraged to be healthy through the provision of nutritious meals and snacks. Children show good awareness of how to maintain their health and safety. For example, they demonstrate how they can use scissors safely and talk about why they must brush their teeth regularly, particularly after eating something sweet. Children independently access a wide range of toys and resources, which are stored attractively. However, the childminder has not considered how to include resources that reflect people with differing abilities, so that children learn and consider the needs of individuals. Children enjoy engaging in daily outside play experiences in the enclosed communal garden, which enables them to learn about the importance of being active. They also enjoy regular trips to the nearby parks where they use skills of climbing and balancing.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and safeguarding requirements. She has a clear understanding of who she would report her concerns to. Children's safety is given high priority across all areas of the provision. The childminder ensures that her home is safe and suitable for children. She follows detailed risk assessments and procedures to safeguard children when in the setting and when out on trips. She holds a current first aid certificate, which means that she can give appropriate treatment if there is an accident involving a child in her care. Detailed records are maintained of all visitors to the home. A register of the children's attendance, including when they arrive and leave, is in place.

The childminder supports parents' understanding of her practice by providing them with copies of her policies and procedures so they are clear about the service she provides. The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's current interests, next steps and preferences for learning. This enables children to make good progress towards the early learning goals. The childminder consults with parents through daily dairies, feedback and questionnaires. Although the childminder has a suitable understanding of the importance of working in partnership with other settings that children also attend, partnerships are not yet secure and therefore do not fully promote continuity of care and learning. The childminder is successful in evaluating her practice; she is aware of her strengths and has highlighted some areas of improvements she wishes to make. For example, she wants to attend more training and workshops, which she feels will better the outcomes for children. She has a strong commitment to maintaining high standards throughout her provision and has clear action plans in place to monitor and drive improvements.

The Childcare Register

The requirements for the compulsory 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	EY457674
Local authority	Surrey
Inspection number	901410
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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