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| Inspection date | 25/07/2013 |
| Previous inspection date | 01/03/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| How well the early years provision meets the needs of the range of children who attend | | 3 |
| 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 | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children show a strong sense of belonging in the childminder's home and build close relationships with her. They are confident and happy and fully explore the good range of activities they engage in.
- The childminder keeps children safe by assessing and minimising risks within the home and on outings.
- The childminder promotes children's communication and language skills so children's vocabulary and speaking skills are progressing well.
- Children's independence and self-help skills are well promoted so children are confident and are able to manage their own needs.

It is not yet good because

- Systems to assess children's learning do not always identify gaps in their progress.
- The childminder is unaware of requirements regarding use of cameras and mobile phones.
- Self-evaluation does not effectively identify all areas for development and does not include the views of children or parents.
- Children's early literacy skills could be further promoted, through the use of print in the environment and opportunities to write their name.

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 spoke to the childminder at appropriate times during the inspection and while observing children.
- The inspector spoke to the children as they played.
- The inspector looked at various documents including children's learning journal.
- The inspector inspected the rooms that the children.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and four children. One child is 14 months. The other children are adult and school aged. They live in a residential road in Worcester Park, Surrey. The premises are located close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. She has a two cats as pets. She currently has one child on roll who is in the early age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- gain knowledge of the use of cameras and mobile phones within the setting and include this in the safeguarding procedure
- undertake more rigorous assessments of children's learning and development to fully support their progress across all areas of learning.

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

- create an environment rich in print where children can learn that words carry meaning and encourage them to begin writing their own names
- develop more robust processes for self-evaluation, taking into account the views of parents and children, in order to prioritise areas for development and implement changes more effectively.

Inspection judgements

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

The childminder has an appropriate knowledge of the areas of learning, and has suitable arrangements in place to identify children's starting points. She asks parents to complete an 'all about me' form when children first start. This provides baseline assessments and gives the childminder an idea of children's likes, dislikes and current needs. The childminder invites parents to provide information about children's progress at home, and

shares their learning records with them. This enables parents to see what their child has been doing. Children are encouraged to take 'work' home with them to show their parents. Consequently, parents are adequately involved in their children's learning and are suitably informed about their progress.

The childminder makes observations of the children as they play and sometimes uses this information to assess children's development and progress. However, the information does not show how well children are developing in all the areas of learning which means that there are some gaps in children's learning which the childminder has not identified.

The childminder plays an interactive role in children's learning, development and play, that keeps them interested and engaged. She uses open-ended questioning techniques to challenge their thinking and develop their communication and language skills. The childminder uses every opportunity to extend children's vocabulary as she talks to them during their play and care routines. Consequently, children are confident talkers and readily use their language to organise their thoughts. The childminder helps children in linking sounds to letters and sounding the letters of the alphabet. She praises children enthusiastically when one of the children links the letter 'X' to 'X-ray' telling the child she will tell her mummy how well she has done. Although children have opportunities to practise their early writing skills, they are not encouraged to label their own work nor do they see much print around the home to help children understand that words carry meaning. Children are active learners, they are keen and motivated to learn and relate well to the childminder. The childminder supports children's chosen activities. When they show an interest in playing a new game that is slightly out of their age range, the childminder encourages this as she sees this a challenge for children. The childminder seizes this opportunity to teach children about taking turns and for them to follow instructions through teaching them the rules of the game. Thus, her expectations of children are high.

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

Children form positive relationships with the childminder in a homely environment where they feel safe and secure. The childminder is very warm, patient, calm and caring, resulting in children's emotional well-being being well supported. Consequently, children are confident and happy learners when with her. The childminder nurtures children's social skills. She provides opportunities for children to enjoy playing with others through attendance at group activities in the local community. Through her behaviour management strategies, children learn about acceptable behavioural expectations. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school.

The childminder has suitable resources that reflect positive images of diversity. This along with outings in the local community and through the celebration of festivals helps to nurture children's respect towards people who are different to themselves. Children are learning to look after themselves. The childminder involves children in practising the emergency evacuation procedure; they follow road safety and stranger danger

procedures. She helps children to learn to play safely through explanations and support. Children are very independent and have a 'can do' and 'want to' attitude. The childminder supports children's independence by being on hand when they take 'risks'. For example, as they stand on the chair to fill up the water container for their painting activity or helping themselves to water and ice from the water dispenser in the refrigerator.

Children benefit from regular walks and outings to the local parks where they have the space to pursue energetic play and develop their skills using larger apparatus. Healthy eating is very much encouraged. Fruits and rice cakes are encouraged at snack time and they are able to access their own drinks throughout the day. Consequently, children are developing an understanding of why it is important to have a healthy diet.

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

The childminder has an effective knowledge of local safeguarding procedures and updates her knowledge by attending safeguarding training. She is aware of who to contact should she have a safeguarding concern. However, she is not familiar with the requirement to a policy in regards to the use of mobile phones and cameras include in her safeguarding procedures. All required information regarding the individual needs of children is clearly recorded. She adequately maintains records of their individual details, attendance, any progress they are making and accidents. These records effectively support children's safety and well-being.

This inspection was brought forward because of concerns raised about the childminder's understanding of the need to inform Ofsted of any changes in the suitability of any person who cares for, or is in regular contact with, children on the premises. This inspection found that the childminder is now aware of the importance of informing Ofsted of any significant events, including anyone coming to live on her premises. Children's safety and welfare are further protected using correct safety equipment and through risk assessments that are carried out both indoors and on outings. For example, there are locks on kitchen cupboards, safety gates and socket covers in place.

The childminder has positive relationships with parents, which results in children's individual care needs being met. This ensures that the childminder has appropriate knowledge of children's home routines, likes and dislikes. Parents are informed about children's care routines and what they have been doing during the day through daily conversations that take place usually at the end of the day. The childminder has established partnerships with other providers where children attend. This means that there is a shared concern and consistency in children's care and learning.

The childminder recognises that she has areas where she can develop and welcomes her inspection. However, she has not sufficiently targeted her professional development to focus on the weaker areas of her practice. Some improvements have been made recently. For example, she now uses 'all about me' sheets for completion by parents of new children. These enable parents to contribute to the initial assessments of children's

starting points on entry. She has yet to seek the views of parents and children who use her setting as a way of making future improvements.

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

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|------------------------------------|-------------|
| Unique reference number | 121423 |
| Local authority | Surrey |
| Inspection number | 923860 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 01/03/2011 |
| 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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