

<b>Inspection date</b>	30/08/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are happy and settled in the childminder's care and home.
- The childminder uses effective methods of recording her observations on each child. This results in clear assessments of the children's progress and planning to meet their needs.
- The childminder forms strong partnerships with parents, promoting children's learning and development well.
- The childminder has a good awareness of safety and carries out effective risk assessments to provide a safe environment for the children to play in.

#### **It is not yet outstanding because**

- The childminder does not make the best use of resources and activities that reflect other people and communities, to fully support children's understanding of diversity.
- The childminder does not fully involve other early years providers in sharing information about the children's development.

## 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 activities and interaction between the childminder and the children she was caring for.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder at appropriate times during the inspection.

## Inspector

Jane Bull

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and young child in West Molesey, Surrey. Their home is situated within walking distance of local shops, schools and parks. Hampton Court and the river are within walking distance. All areas of the childminder's home are available for childminding use. Play activities take place on the ground floor, in the lounge, kitchen and enclosed rear garden. There are ground floor toilet facilities. Children sleep in the first floor bedrooms. 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 four children in the early years age range, on a part time basis. The childminder offers care all week for most of the year.

### What the setting needs to do to improve further

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

- improve working in partnership with other early years providers so there is more consistency in supporting children to make progress
  
- develop further opportunities for children to understand people and communities in the world around them.

## Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides activities that are of interest to the children and hold their attention. Consequently, they are making good progress in their learning and are eager to take part in activities. Each child has an individual learning journey that records their starting point and next steps. This means that the childminder provides focused activities that target the children's specific individual learning needs. The childminder consistently uses observations, photographs and summaries to clearly show the children's progress and how she intends to support their learning further. Parents are involved in their children's development as the childminder shares information with them in a daily diary, their learning journeys and verbally. This means that the childminder is effectively using assessment to involve parents in their children's learning on an ongoing basis. The childminder is aware of the two-year-old progress check and plans to use the children's learning journeys to review their progress with parents. This means that she can identify potential gaps in their development and parents are aware of the progress their children are making.

The childminder has a good understanding of supporting children who learn or speak English as an additional language. This means that the childminder promotes their inclusion. She asks parents for list of words they regularly use in their home language to help with communication. The childminders liaises with parents to find out about each child's background and share information when she starts looking after them. This helps the children to settle with her and provides continuity of care.

Children enjoy activities such as play dough, which helps them to develop physically and creatively by squeezing and shaping the dough. The childminder talks to the children while they play so they learn the art of conversation and develop their language skills. For example, she asks them how the play dough feels when they are squeezing it. The childminder develops children's interest and enjoyment of books and literacy by reading to them. Young children are encouraged to draw and write as they use chalks on the patio. This helps the development of their early writing skills. Children play with programmable toys that help them to learn about how things work and understand more about the world. The childminder sings with the children and helps them to develop their mathematical skills through counting songs. However, there are not many opportunities for the children to learn about the cultures of others in the community. This means that the children are not able to fully develop their understanding of diversity in the multicultural world.

Children enjoy a good variety of outings to the local parks, shops, children's centre and library. This gives them the opportunity to go to different activities and meet and play with other children to develop their social skills. Children have a lot of pleasure being able to play with many different toys in the enclosed garden. For example, sand and water play, push-along toys, baby buggies, large balls and a slide. This supports the children's physical development and wellbeing.

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

The childminder's home is light, warm and welcoming. Children are clearly comfortable here and form secure attachments with the childminder, approaching her confidently when they need support. This means they are developing their emotional well-being and independence. The childminder discusses the children's individual needs with their parents before she starts to look after them. This helps her to let the children to feel confident and secure in her care.

Children behave well when they are playing and the childminder reminds them of the behaviour rules. For example, taking turns when two children both want to go down the slide. As a result the children play happily together and share toys. The childminder frequently praises the children's good behaviour and is very polite and courteous. This helps the children to develop positive behavioural and social skills. The childminder completes regular and thorough risk assessments of her home and outings she takes the children on. This promotes the children's safety and identifies and minimises potential hazards. Children keep safe as they practise regular fire drills, which they discuss

afterwards with the childminder. This allows the children to learn what to do in an emergency. The childminder is able to take appropriate action in the event of an accident as she has a current paediatric first aid certificate. Children take small but safe risks when playing outside, climbing safely up the slide, for example. This helps them to have a well developed understanding of safe practices.

The childminder supports the children to develop a healthy lifestyle when she looks after them. For example, children have frequent access to outdoor play and fresh air in the garden. The childminder promotes healthy procedures from her food safety in catering qualification. The childminder follows children's dietary needs well, so all children can be included. The children eat home cooked meals and are encouraged to try new fruit and vegetables. The childminder helps children to become independent by feeding themselves at meal times. Parents comment that the childminder provides the children with 'healthy and fun educational experiences'. This means that the children are learning about their health through their play. The childminder implements good hygiene procedures by reminding the children to wash their hands before eating and brush their teeth after breakfast. This supports the children to understand about good personal hygiene and prepare for transitions in their lives, such as starting pre-school.

Children have access to a good range of age appropriate toys and resources inside and outdoors. This means they can make their own choices as to where and what they would like to play with. All of this helps the children to develop their confidence and physical well-being.

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

The childminder demonstrates that she has a strong understanding of her responsibilities to meet the Statutory Framework for the Early Years Foundation Stage. She has policies and procedures in place that reflect the requirements. She has a recognised childcare qualification and intends to attend training to further improve her provision and practice. This reflects her commitment to her continuous professional development.

The childminder has a good understanding of the safeguarding and welfare requirements and of child protection procedures. She has recent safeguarding training to support her knowledge. She provides a safe environment for the children to play and learn in. The childminder has a safeguarding policy in place and knows to report any concerns she has to the relevant authorities. This means that the childminder is aware of her role and responsibilities to protect children's welfare.

The childminder uses effective self evaluation to evaluate and advance her practice and recognise priorities for improvement. For example, she has plans to develop the garden to promote imaginative play and knowledge about the natural world. Clear targets and a monthly action plan help the childminder to check if the changes she makes are successful and improving the learning and development opportunities for children.

Parents are very positive about the care the childminder provides, commenting that they 'couldn't ask for more'. Parents provided written comments in preparation for the inspection, recording how happy they were with the level of care. Links between the childminder and parents are strong. The childminder displays information about Ofsted, registration, insurance, children's activities and current topics such as heat wave protection. This helps the childminder give parents information about the service she provides. However, links with other early years providers are not fully developed. This means that there is not consistency of care between practitioners to support the children's progress.

### **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

<b>Unique reference number</b>	EY457755
<b>Local authority</b>	Surrey
<b>Inspection number</b>	906263
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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