

Inspection date

Previous inspection date

04/09/2013

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 provides a well-organised, welcoming and inclusive environment for children.
- Children take part in a wide variety of interesting activities and experiences that support their learning well.
- The childminder has good relationships with parents and there are effective systems for day to day communication.
- The childminder is committed to continually developing the service she provides and regularly monitors and reviews her practice.

It is not yet outstanding because

- The childminder has not fully developed the use of her garden, for instance to provide opportunities for growing, planting and exploring the natural world.
- Role play resources and activities are not fully extended to further develop children's imaginative play and creative skills.

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 taking part in activities and during care routines.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner in a two bedroom house in a residential area of Kingston in Surrey. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play. The childminder has two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, who are both 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:

- develop the use of the garden further, for instance to provide opportunities for children to investigate the natural world
- extend role play experiences for children to further support the development of imaginative games and creativity.

Inspection judgements

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

The childminder gathers detailed information about each child's starting points, background and needs before they start. She talks to parents during settling-in visits and asks them to complete 'all about me' forms for their child. This means she knows children well and can effectively meet their individual needs. The childminder shows a good understanding of how to promote children's learning and development through play. She makes regular observations of children's achievements and plans activities that build on their skills. As a result, children make good progress in their learning.

The childminder helps children gain a variety of useful skills that help prepare them well for the next stage in their learning and for school. She encourages their early language and communication development effectively when she talks to them as they play, repeats words and listens to the sounds they make. The childminder makes sure children's favourite books are available to engage their interest in stories, for instance she knows if they particularly enjoy rhyming stories or tactile books. Young children look at the pictures with interest, turning pages for themselves and lifting the flaps to find out what is behind them. The childminder makes good use of everyday activities to support children's understanding of number. She counts with younger children as they play with stacking rings and they enjoy number songs and games. Children show an interest in the world around them during walks and enjoy playing with the sand in the garden. However, the childminder has not yet fully developed garden play experiences, such as opportunities to explore the natural world or to plant and grow things. The childminder encourages children to express their creativity when they paint, draw or make models with dough. Older children enjoy planned activities, such as making pirate hats, although the childminder is still developing activities and resources to further stimulate imaginative role play games.

The childminder keeps parents well informed about children's progress. She uses a daily contact book that includes details of activities, care routines and achievements and also gives verbal feedback each day. The childminder encourages parents to share information from home. This helps ensure that parents are effectively involved in their children's

learning.

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

Children are confident and settle well in the childminder's care. They have good relationships with the childminder, who is warm, affectionate and attentive to their needs. She makes sure she follows children's home routines when they start, which helps them feel secure and supports their physical and emotional well-being. Children respond well to the childminder's calm, caring approach and behave well.

The childminder's home is safe and well organised. Children grow in independence as they help themselves to a good variety of resources and play materials that are suitable for their age and needs. The childminder makes careful daily checks of the home and puts precautions in place, such as safety gates so that children can play safely. She is vigilant about supervising children at all times. Children learn about risks, and how to keep themselves safe, for example, when the childminder talks to them about road safety or shows them how to use equipment, such as scissors carefully. The childminder involves children in regular fire drills so that everyone knows what to do in an emergency.

The childminder promotes children's good health well. She follows careful procedures for changing nappies to help minimise the risk of cross-contamination. The childminder makes sure routines are in place for washing hands before meals so that older children begin to manage their own personal needs. She carefully stores and prepares meals provided by parents according to instructions and children benefit from regular meals and snacks. Young children enjoy practising their newly acquired physical skills as they crawl around during a game with a ball or pull themselves up on the furniture. They play outside every day as part of a healthy lifestyle, enjoying the fresh air in the garden or more challenging climbing activities in the local park.

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

The childminder has a good understanding of her responsibility to provide a safe environment for children and safeguard their welfare. She has completed child protection training and knows what steps to take if she has concerns about a child. The childminder keeps all the required paperwork that promotes children's health, safety and wellbeing. Records are well organised and kept up to date. The childminder also has a clear understanding of her responsibilities in relation to the learning and development requirements. She knows the children she cares for well. Children take part in a varied range of activities and the childminder adapts activities where needed so that all children can take part. For instance, so that younger and older children can join in a creative activity according to their skills and ability. The childminder monitors children's achievements carefully to make sure that all children are making good progress in their development.

The childminder has good relationships with parents. She keeps them well informed on a daily basis and they have access to a wide range of useful policies, procedures and other written information including a 'welcome pack'. The childminder also establishes effective links with other settings that children attend, for instance when they start school, to ensure a consistent approach. The childminder is very committed to continuous development and improvement. She regularly reflects on her practice to make ongoing improvements. For example, the childminder makes sure she updates routines or obtains new equipment as necessary to meet children's changing needs as their skills grow. She makes good use of local courses to develop her knowledge and skills. The childminder demonstrates a commitment to developing her professional practice further, with plans to attend training to gain a childcare qualification 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	EY458023
Local authority	Kingston upon Thames
Inspection number	904946
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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