

Inspection date

Previous inspection date

09/09/2013

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

- Children are happy and very settled. They enjoy a warm relationship with the childminder and confidently make their needs known.
- The childminder works effectively in partnership with parents and other professionals in supporting children when they transfer to school and other providers.
- The environment is stimulating, welcoming, and well equipped with a good range of high quality toys and resources.
- The childminder has a good understanding of how to promote children's development and she monitors children's progress well to ensure there are no gaps in their learning.
- The childminder shows a keen commitment to ongoing improvement.

It is not yet outstanding because

- The environment lacks opportunities for children to see different examples of print, to help develop their literacy skills to the full.

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 discussed with the childminder her self-evaluation and aims for future development.
- The inspector took account of the views of parents.
- The inspector discussed the risk assessment and looked around the areas of the home used for childminding.
- The inspector observed the interaction between the childminder and the children.
- The inspector looked at children's welfare and development records and discussed their progress.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and young daughter. The family live in a house in Epsom, Surrey. All areas of the home are used for childminding. There is an enclosed garden is available for outdoor play. The family has two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a childcare qualification at level 3 and a qualification in British Sign Language at level 2. The childminder is a member of PACEY. There are currently four children on roll. All children are in the early years age group and attend on a part-time basis.

What the setting needs to do to improve further

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

- increase the range of print in the setting to extend children's awareness of letters and words and develop their literacy skills further.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn. When children join the setting, the childminder gathers good levels of information about them. This enables her to personalise their learning. Children are making good progress, particularly in their personal, social, and emotional development. The childminder provides a comfortable, stimulating play area. She organises resources effectively so that children are able to access them independently. For example, resources are stored in baskets and low-level containers in the main play area. The childminder stores additional resources in the upstairs playroom and older children confidently show a sense of responsibility when they go upstairs to choose them. The childminder encourages their free choice well by providing a colourful display book of all the resources available. There are a good range of books available. However, the environment lacks examples of print to support children's literacy development, such as labelling on resources in the playroom.

The childminder balances the needs of the children well. For example, when the children are making a zoo construction, she sits on the floor, engaging and including all of them. Children and babies are developing a good range of vocabulary. The childminder effectively supports their language development by listening to their ideas and using open questioning. She makes eye contact with babies and responds enthusiastically to their non-verbal communication. The childminder creates a sense of fun by making the sounds

of the animals; consequently, the children learn by repeating the sounds they hear. Children are confident to try out and solve problems. For example, they work out, using trial and error, how to build a moving model with the construction equipment. Children show good hand to eye co-ordination as they build structures with the bricks. Babies positively develop their fine motor skills through pressing buttons on a musical electronic resource. The childminder encourages children's creativity effectively and provides many opportunities for them to develop their own ideas. For example, they freely choose different materials from the art box to make pictures of their own design. The children enjoy experimenting with the paints and proudly show the childminder the different colour glues they make. Babies begin to explore different textures and make patterns in the sand. Children enjoy a daily walk and trips to the local park, where they can develop their physical skills. They also enjoy playing with a good range of activities in the garden.

Planning takes full account of children's individual learning needs and effectively covers the areas of learning. In partnership with parents, the childminder assesses children's progress and identifies children's next steps well. This successfully prepares children for the next stage in their learning, such as their move to school. The childminder provides parents with an informative daily report, which includes observations and photographs of the children's play and achievements. This helps parents to be involved in their children's learning.

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

Children demonstrate a sense of belonging in the setting and they confidently make their needs known. The childminder's enthusiastic, inclusive approach engages the children and helps them to feel comfortable. For example, she involves children in the planning by encouraging them to tell her what they want to do. The childminder responds positively to all the children's requests and ideas. Children benefit from settling in sessions, which help them to feel safe and secure. During this time, they become more familiar with the childminder and the other children in the setting. Furthermore, the childminder follows their individual routines, and the familiarity of this helps children to settle quickly. The childminder creates a busy, yet calm environment. Children behave well. They enjoy good relationships with one another and have close relationships with the childminder. They enthusiastically arrive from nursery, telling her about their morning. As they leave the setting, they enjoy making plans for the next day with the childminder.

The childminder promotes children's good health well, through daily opportunities for them to be active, such as during outdoor play and outings to the park. Notices in the washroom remind children about good hygiene routines, such as washing their hands after toileting. Children enjoy healthy meals and snacks, which take account of their likes and dislikes. The childminder effectively meets children's individual dietary needs and offers them different healthy options so they can make a choice. For example, children can choose their sandwich filling and their favourite fruit. Drinking water is always available and the childminder encourages children to drink so they do not become thirsty. Children are positively developing their awareness of safety, because the childminder reinforces safety boundaries and talks to them about safety in the home and on outings.

For example, she gently reminds the children to think about the reasons why they cannot set out resources with small pieces when babies are present. Children are beginning to develop an awareness of diversity, as they use resources that reflect positive images of difference. For example, the childminder shares appropriate books and resources that introduce the subject of disability for young children.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities and attends regular training. She has an up-to-date policy, which outlines her procedures in the event of a safeguarding concern, and she shares these with parents. The childminder risk assesses her home and puts effective measures in place to minimise the risks to children. She undertakes a risk assessment of all outings. She asks parents about their child's experience of outings and their sense of danger. This enables her to plan outings and take into account children's level of awareness. The childminder maintains all regulatory records effectively, for example accident and incident records.

The childminder effectively promotes equality of opportunity for all the children in her care. She has made an enthusiastic start to her childminding service. She demonstrates a strong approach towards providing good quality care and education for the children. Furthermore, she demonstrates a commitment to her own professional development. The childminder holds a qualification in childcare at level 3. She has completed numerous short courses, including Food Hygiene, First Aid, Working with Children with Social Communication Disorders. The childminder has a qualification in British sign language, which helps her to support children who may have communication barriers.

The childminder works effectively in partnership with parents. She provides them with a daily written account of the children's day, which includes photographs, observations, and information about their well-being. The childminder skilfully balances the needs of the children attending, taking into account their age, ability and interests. She successfully plans activities, and experiences, which sustain the children's interests and offers them sufficient challenge.

The childminder demonstrates a good understanding of the importance of working in partnership with other professionals to support children's learning and development. She links effectively with other settings the children attend, which helps to support their moves between providers. For example, she accompanies children and their parents when they visit school to meet the class teacher. The childminder actively seeks parents' views about the service she provides. Parents report that they like the daily diary, photographs and updates, which involves them in their child's learning. New parents welcome the flexible, settling in period, which effectively supports children's emotional well-being. The childminder successfully meets the requirements of the Statutory Framework for the Early Years Foundation Stage. She evaluates her service well and identifies clear aims for ongoing improvement.

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	EY459095
Local authority	Surrey
Inspection number	907682
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	4
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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