

Inspection date

Previous inspection date

12/09/2013

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 relaxed in this very warm and welcoming childminding home environment. This helps children to settle quickly, enjoy their learning and make good progress.
- The childminder uses her observations of children effectively. This results in children making good progress towards the early learning goals.
- Overall, children have a good range of toys and resources to support their learning. They are developing in confidence as they start to initiate their own play.
- The childminder forms positive relationships with parents and others providing early years education, which supports a consistent approach to children's learning.

It is not yet outstanding because

- The childminder has not fully explored ways she can support children's understanding of diversity through the further use of toys and resources that represent a range of cultural backgrounds and disability.

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 and held discussions at appropriate times with the childminder about children's activities and their progress.
- The inspector spent the majority of time observing the childminder and the children she is caring for.
- The inspector saw evidence of suitability and qualifications of the childminder, risk assessments, policies, procedures and other documentation in relation to children's health and well-being.
- The inspector took into account parental questionnaires and other information provided by the parents.

Inspector

Janet Thouless

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Reigate, Surrey. Her home is located close to shops, schools and parks. The ground floor of the home is used for childminding, as well as a bedroom on the first floor for sleeping arrangements. In addition, children sleep in the garden to benefit from fresh air. The garden is also used for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children in the early years age group. She also offers care to older children aged over five years to 11 years. The childminder provides care from Monday to Friday, all year round except for public holidays. Her normal operational hours are 8am to 6pm but she will consider working outside these hours to suit parents' requirements. The childminder is able to take and collect children from local nurseries and schools. She takes the children to local stay and play groups, parks and soft play centres.

What the setting needs to do to improve further

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

- extend opportunities to develop children's awareness of diversity by using additional resources and play experiences that reflect a range of cultural backgrounds and disability.

Inspection judgements

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

Children are making good progress in their learning. This is because the childminder has a very secure understanding of the learning requirements of the Early Years Foundation Stage. She provides a wide range of activities that cover all seven areas of learning. She uses her assessments of the children to identify and extend their interests, and monitor their progress. The childminder talks to parents on a daily basis about their children's learning. She shares information about what the children have been doing, through the use of a daily diary. In addition, she sends parents photographs of their children's achievements. Effective two-way communication provides the childminder with a very good awareness of any achievements the children make or new experiences they encounter at home. The childminder illustrates children's developmental journals with photographs and next stages of learning. In addition, school-age children have scrap books that represent their time spend with the childminder. This provides parents with a useful insight into their child's time with the childminder.

The childminder is helping children develop the important skills they need in place before starting nursery and school. She fosters children's language development well as she spends time listening carefully and speaking clearly to them. She follows their lead in conversations and helps children expand on what they say by asking carefully-formed questions. To help young children to pronounce words correctly and learn new vocabulary, she repeats words sensitively while in conversation. They look at books for pleasure, and older children start to recognise the letters and sounds of the alphabet. Older children are very keen to write their own names, which prepares them well for their next stage in learning. Favourite stories are brought to life as children make models of mice, elephants, pirates and dinosaurs using a very good range of creative media. The childminder counts with children and they begin to recognise numerals, counting to high numbers. The childminder provides good opportunities for children to explore a range of different textures. For example, they explore the texture of jelly and talk of its 'wobbly', 'sticky', 'squidgy' feel. The childminder sensitively draws their attention to the changing texture of the jelly, for example how it melts from the warmth of their hands. The childminder adds small animals to extend children's learning, which results in giggles from the children as they make the 'roaring' sounds of dinosaurs.

Children particularly enjoy developing their understanding of the natural world. They splash in puddles, dig for mini-beasts in bark and watch the bumble bee move around the garden taking nectar from plants. Older children enjoy scientific activities such as 'thirsty flowers'. They place food dye in water and observe the flower petals change colour over time as the plant draws up water through its stem. In addition, the childminder introduces exciting topics such as 'Our Garden Project' where children learn about the different names of plants, investigate a baby bird's hatched egg, plant sun flowers and monitor their rapid growth. This results in children showing very good levels of concentration and interest in all that they do.

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

Children form secure attachments with the childminder and her family. This helps them feel safe and settled. The childminder demonstrates a loving and caring nature with the young children she cares for and, as a result, close relationships have developed. Therefore, children make good progress in their personal, social and emotional development. Through close liaison with parents, the childminder gains a good understanding of children's likes, dislikes and individual routines, right from the start. The childminder recognises when children become tired and settles them down for their morning sleep. They sleep peacefully and undisturbed. Plenty of hugs and cuddles are offered when they wake, so they feel confident when an unfamiliar adult is present.

The childminder is a positive role model. She sets a good example to children and encourages them to be helpful, kind and polite. Children respond well to the childminder's guidance as they learn what behaviour is acceptable and demonstrate good manners as they say 'please' and 'thank you'. They happily play together and learn the complex skills of sharing with others and taking turns. Children are developing an understanding of

people's differences, as they explore their own cultural festivals and those of others. However, there are fewer opportunities for children to explore positive images of diversity through using toys and books. Children play with a good range of toys and resources, which are stored at their height. This means the children are able to make choices for themselves as they play, which supports their growing independence. Children's creative work is displayed attractively, which develops their self-esteem and instills a sense of pride in all that they do.

Children have daily opportunities to learn about the benefits of fresh air and physical exercise in outdoor play. They have access to a variety of outdoor play apparatus in the garden such as swings, slide and a trampoline. They particularly enjoy the opportunities within local parks and soft play centres to use more challenging equipment. In addition, younger children enjoy kicking and throwing balls, as well as pushing dolls around in buggies, to develop and refine their physical development. The childminder actively promotes children's awareness of maintaining their own safety and that of others. For example, she talks to the children about why it is not a good idea to run around indoors, in case they fall and hurt themselves. Children also learn about road safety and participate in fire evacuation drills, which help them to be aware of how to keep themselves safe in emergency situations.

The childminder understands the importance of smooth transitions to other settings. She has well-established relationships with staff working in other early years establishments. This means she can pass on relevant information to promote a consistent approach to children's learning and development, when the need arises.

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She refers to current documentation to help her identify children's developmental stages. This supports her in identifying any emerging gaps in children's learning and responding to them as appropriate. The childminder is aware of the need to provide parents with a clear picture of their children's development by completing the Early Years Foundation Stage progress check at age two years.

The safeguarding requirements are well met. The childminder is clear about what action she would take should she have any concerns about the welfare of a child. Parents understand her responsibilities, as they are aware of these through her written policy. The childminder has clearly written risk assessments in place to ensure that hazards are minimised. She is aware of being vigilant on outings. The childminder is establishing an effective self-evaluation process and has identified areas for improvement such as attending training on the medical needs of children. In addition, the childminder has sought the views of parents on developing her service further.

Partnerships with parents are effectively established and this makes a positive contribution to meeting children's needs. The childminder provides daily feedback to parents about

what children eat and when they sleep. She ensures that clear contracts and parental consent agreements are signed so that everyone is fully aware of the care and business arrangements. Parents write positive comments about the care their children receive and say they appreciate the support the childminder offers to the families, in particular her very flexible approach to accommodating their working patterns and the variety of interesting activities on offer.

The childminder has no cause to work in partnership with any other early years providers or external agencies at the moment. However, she is aware of the requirements for information sharing if and when the need arises, so that she can work in partnership to support children's particular learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY457593
Local authority	Surrey
Inspection number	908468
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
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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