

Inspection date

Previous inspection date

23/09/2013

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 has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, and of how children learn and develop. As a result, children make good progress.
- The childminder provides a welcoming child centred home environment and a good range of toys, play equipment and opportunities that children enjoy investigating, learning about and using.
- The childminder uses her observations well, to reflect on what interests individual children in the daily routine.
- The childminder has a full range of policies and procedures in place to meet requirements which are shared effectively with parents.

It is not yet outstanding because

- The childminder does not fully explore all opportunities to encourage children to learn about all aspects of the wider world, for example, about many different types of people and communities.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia.Edward

Full Report

Information about the setting

The childminder registered in 2013. She lives with her two children, one of whom is within the early year's age group. The home is in Walton-On-Thames, Surrey. The premises are located on the first floor and are accessed via stairs. The home is close to shops, parks and transport links. All areas of the home are used for childminding purposes.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll, who attends on a part-time basis. The childminder offers care from 8am to 6pm on Monday to Friday all year round.

What the setting needs to do to improve further

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

- support children's further understanding of differences in the wider world, for example, by increasing diversity resources, acknowledging a variety of cultural festivals and telling stories about diverse experiences.

Inspection judgements

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

The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. As a result new children settle well and adapt well to their new environment. She promotes children's learning by completing effective observations and assessments, and uses these to plan for their progress. The childminder provides play activities that are relevant to their interests and abilities and links these to the areas of learning. As a result, children are developing confidence and are interested and engaged in their play. Children are making good progress in their learning and development.

Some children are particularly interested in transport vehicles and have regular opportunities to play with the toy cars, jet ski's and trains. Children's understanding of the world is progressing through regular outings in the local area. They look at different trains when they visit their local train station whilst on outings. They talk about the speed and colors of trains. However, there are fewer opportunities for them to develop an understanding of a wider range of people and communities of the world. There is a lack of resources, such as books, dolls and puppets that reflect positive images of diversity. Children's expressive arts and design skills are encouraged well as they take part in arts

and crafts activities where they use a wide range of materials, including stickers, coloured paints and glue. This enables them to be creative and use their imagination. This is evident in the artwork and photographs displayed in the children's folders.

Children's literacy development is fostered well. The childminder surrounds children with words, through effective labelling. They also have fun opportunities and activities that encourage them to identify and write their names. Children are confident to initiate their own play. The childminder is on hand to support them as they play, all the time, speaking to them and showing an interest in what they are doing. Children's communication and language is supported well. Children understand instruction, such as when the childminder asks them to find the shape that's like the wheel on the bike. The childminder consistently repeats words to further extend their vocabulary. Children are supported well in acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Parents are encouraged to be involved in the assessments of their children's learning. They provide starting points for learning at the beginning of the settling-in process and are informed of the next steps in learning that have been identified to enable them to continue learning at home. The childminder makes good use of photographs and children's artwork to illustrate her observations and for sharing information with parents. The childminder is fully aware of her responsibility to complete the progress check for two-year-old children.

Parents are encouraged to be involved in the assessments of their children's learning. They provide starting points for learning at the beginning of the settling-in process and are informed of the next steps in learning that have been identified to enable them to continue learning at home. The childminder makes good use of photographs and children's artwork to illustrate her observations and for sharing information with parents. The childminder is fully aware of her responsibility to complete the progress check for two-year-old children.

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

Children clearly enjoy their time with the childminder. They have developed a close relationship with her and her family. They benefit from the childminder actively engaging in their play and showing a genuine interest in what they are saying and doing. As a result, children are keen to involve her in their play. The childminder provides a well-resourced environment that is very child centred. This includes a good range of play equipment that covers the seven areas of learning, which fully supports children's learning and development. The childminder has a good understanding of positive age-appropriate strategies for managing children's behaviour. As result children's behaviour is good.

Children's physical development is progressing well and they have daily opportunities to explore their local environment. They also go on longer trips further away from the locality. During trips to local parks they access the fixed equipment and also attend local soft play centres. Their understanding of being healthy is further extended through access to healthy snacks and ensuring they have access to fresh drinking water. The childminder provides healthy meals and snacks, such as fresh fruit, humus wraps, cheese and tomato

pasta, soup and bread rolls.

Their understanding of health and hygiene is fostered effectively as the childminder implements regular hand washing routines before and after meals and snacks. She helps children to learn about staying safe. For example, talking part in emergency evacuation drills. This enables them to know what to do in the event of an emergency. Children also learn about staying safe when on outings. For example, the childminder helps them to learn about road safety and the importance of holding hands.

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

Good systems are in place to help safeguard children and promote their welfare. The childminder has devised and implemented robust safeguarding policies that are shared with parents. All visitors to the home have to complete the visitor's book. This effectively safeguards children's welfare. The childminder has a good understanding of safety and completes regular written risk assessments. These are reviewed on a regular basis. This allows her to minimise hazards to children, both indoors and outdoors. As a result, the environment is safe and children can enjoy their learning and explore with confidence.

The childminder has developed positive relationship with parents. She obtains comprehensive details about each child and their family, which enables her to produce good quality plans to meet children's individual learning and care needs. She implements effective systems, policies, and procedures that are shared with parents, which successfully underpin all areas of her provision. She provides parents with a wide range of information that includes access to their children's scrap books, daily diaries, learning folders and daily discussions. This effectively contributes to a continual two-way flow of communication. The childminder is aware of her strengths and areas of development. This demonstrates the childminder's positive attitude and capacity to maintain continuous 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	EY457159
Local authority	Surrey
Inspection number	907845
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

