

Inspection date

Previous inspection date

14/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has positive relationships with children enabling them to feel confident and secure in the environment.
- Children have many opportunities to develop their confidence, physical and social skills through weekly outings to a gym club and visits to playgroups.
- Children enjoy a wide selection of age appropriate activities and receive support for their emerging speech and language development.
- Space and resources are organised well to develop children's independence as they can make choices about what they play with.

It is not yet good because

- The childminder does not accurately assess and plan for children's individual learning needs to help them make good progress in their learning.
- There are few resources that provide children with positive images of diversity.
- The childminder does not successfully share information with parents regarding their children's learning so this can be continued and supported at home.
- The childminder does not practice her emergency evacuation plan with children to assess its success and ensure children become familiar with expectations.

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 husband and two young children in Egham, located in Runnymede Borough Council, close to shops, parks and transport links. Areas of the home used for childminding purposes include the ground floor; kitchen/dining room, shower room, and a first floor bedroom for sleep rest arrangements. 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 8.00 am to 6 pm, Monday to Friday all year round.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the systems for observation and assessment to include children's individual starting points and the next steps for their learning to plan activities that provide challenging experiences for them.

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

- increase the available resources to support children's awareness of diversity through everyday play
- improve the systems for sharing information with parents regarding their children's progress and how they can support their children's development at home
- improve the systems for safety with particular reference to the emergency evacuation procedure.

Inspection judgements

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

The childminder has an appropriate understanding of the Early Years Foundation Stage. She provides a variety of activities and experiences that support children's development and learning both in the home and in the local community. Children engage in more child-initiated activities to develop their learning through play. They also have access to some adult-led activities. The childminder records adequate observations of children's progress

and development. Records contain information on what the children have enjoyed doing and the childminder links them to the areas of learning. However, the childminder does not successfully use this information to assess children's progress to inform future planning. This means that whilst children are happy and enjoy the activities, they do not receive challenging experiences, built on what they can already do to help them make good progress in their learning and development. The childminder gathers some information from parents about children's needs; however, she does not obtain starting points in relation to learning and development during the settling-in period, to help her build on what children can already do and plan challenging activities. Although the childminder shares the activities children enjoy and some of their achievements with parents, the lack of identified next steps reduces the opportunities for parents to support their children's learning at home.

The childminder is responsive to children's individual choices and interests and follows these well. She knows when to join in their play to support their learning, and when to give them the time and space to explore. This allows children to initiate activities and engage in new experiences. The childminder gets down on the children's level to play and shows her interest as they discover new things. For example, younger children enjoy cars and are curious by the movement of the wheels when they use their fingers to spin the wheels. The childminder does not successfully build on this to extend and provide further opportunities for them to explore cause and effect. The childminder supports children's communication and language skills through constantly talking to the children as they play. She provides a running commentary detailing what is happening and what is going to happen next. Young children babble to the childminder as they play, which shows that they are developing appropriate verbal communication skills. They also develop an interest in books and are able to access a varied selection independently. Children enjoy story times as they sit with the childminder and look at books about farm animals. The childminder appropriately supports children's physical development, providing them with space and opportunity to be active. Toddlers are mastering newly obtained walking skills. They enjoy exploring their environment, using the furniture to steady themselves. The childminder provides appropriate activities and experiences to support children as they prepare for the next stage in their learning. The childminder is aware of the need to implement the progress check for children at age two-years.

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

Children feel secure with the childminder because she uses resources from home that are familiar to them. For example, children have access to their dummies for sleep routines. As a result, they settle quickly to sleep. Parents are suitably encouraged to spend time settling their children in and share information about children's care needs. Consequently, the childminder develops an appropriate knowledge of the children's welfare needs. She organises play resources and equipment within children's reach to promote their increasing independence. Children are beginning to learn about their own safety and taking risks. For example, the childminder provides the space and freedom for children to explore. She gives them support and close supervision to support their safety.

The childminder suitably promotes children's health. Appropriate standards of hygiene in the home help to maintain children's welfare. She regularly uses anti-bacterial wipes to clean toys and uses disposable gloves when changing nappies. The childminder promotes children's personal hygiene by wiping young children's hands before snacks. The childminder has an appropriate understanding of the importance of providing a healthy balanced menu to children. This helps children to learn about living a healthy lifestyle.

The childminder appropriately supports children's personal, social and emotional development. Children are developing positive habits and their behaviour is age appropriate. They have weekly opportunities to attend and visit music and movement sessions and toddler groups. This allows children to develop their social skills by meeting a wider group of children and adults.

The childminder provides a variety of activities and experiences that support children's interests. However, there are limited resources that provide children with positive images of the world in which they live, to help them accept and respect the differences they see.

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

The childminder has a sound understanding of safeguarding matters and knows the procedures to follow in the event of any child protection concerns. She has a safeguarding procedure, which she shares with parents. She implements adequate risk assessments and precautions to make her home safe. For example, there are safety gates fitted to the stairs and the kitchen/dining room entrance, and child-proof locks are on lower kitchen and bathroom cupboards and drawers. Suitable fire safety equipment and evacuation procedures are in place. However, the childminder does not practice them with the children to assess its success and familiarise children with the procedures to follow in an emergency.

The childminder has adequate working relationships with parents. She keeps them informed about children's welfare through daily discussions and the use of daily record sheets. She does not promote an effective two-way communication with parents to share information about their children's individual learning and development. The childminder has begun to compile scrapbooks to chart children's progress through the areas of learning. However, she does not share these with parents to strengthen children's learning and development.

The childminder has an adequate understanding of the learning and development requirements and her role in supporting children's development. She provides a range of suitable age appropriate resources, which covers most aspects of children's development.

Observation, planning and assessment systems are not fully effective to help her identify children's next steps to provide challenging and targeted activities and learning experiences.

The childminder demonstrates an adequate commitment to further improvement. She uses self-evaluation appropriately to identify some of her strengths and areas to improve. This helps her to highlight some of her weaker practices to develop to improve outcomes for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461480
Local authority	Surrey
Inspection number	915981
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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