

Inspection date

Previous inspection date

18/11/2013

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 places great emphasis on ensuring she gains valuable information from parents during the settling in time to enable her to support the children's individual needs.
- The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She uses effective systems to monitor, assess and plan for children's progress.
- The childminder's home is welcoming and toys are easily accessible to encourage children to make independent choices about their play.
- The childminder has a strong knowledge of the importance of physical exercise and fresh air and plans many activities during the day to promote this.

It is not yet outstanding because

- There are fewer opportunities available for children to explore and enjoy the sensory experiences of making marks with natural materials.

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 completed observations with the childminder and the minded child present in the lounge.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practices.

Inspector

Jennifer Devine

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Sunbury-on-Thames, in Surrey county council. The childminder uses all rooms in her home for childminding and there is an enclosed garden for outdoor play. The childminder is caring for two children in the early years age group and one child in the later years age group before and after school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- introduce more natural materials to enable children to investigate and experiment through sensory exploration.

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 learning and development requirements, which supports her well in providing a stimulating environment. She completes regular observations on the children's development to identify children's needs and their next steps for learning. The childminder's planning ensures she covers all aspects of learning, giving particular attention to the prime areas of learning for younger children.

The childminder is very knowledgeable about the importance of regular physical exercise and fresh air to aid children's good health. She incorporates many opportunities for young children during the day to be active. For example, she encourages young toddlers interests with balls and provides soft small balls indoors which they enjoy. Children verbally indicate they want to play football with the childminder and show immense skill and coordination as they kick the soft ball back and forth. In addition to this, the childminder also has other ball activities to further encourage the children's hand eye coordination. They have great fun lining up the balls and pushing them carefully down the chute, clapping their hands in delight as the ball machine makes music. There is also regular outdoor play planned in the garden or local parks to enable children to experience the outdoor environment.

Children enjoy taking part in activities to develop their early writing skills and creativity. They sit for some time with colouring books making marks with the crayons. The childminder also provides stickers for the children to peel off to make faces. Although the children show interest in these activities they tend to be more adult led as the children are very young for these intricate skills. There are fewer opportunities planned that enable the

young children to make marks with more natural materials, and investigate and experiment through sensory exploration.

The childminder is aware of the importance of communication in everything she does with the children, and constantly models and describes actions as children play. She has a good awareness of developing children's love of books from the earliest age and spends time with them looking at the books together.

The childminder ensures she has useful information from parents about children's starting points and routines to support the settling in time. This enables her to settle the children well and involve parents in their children's learning. She provides verbal and written feedback to ensure parents are aware of their child's day. In addition, the childminder takes photographs of the children at play and regularly shares these with parents.

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

The childminder provides a calm, secure and welcoming environment where children feel comfortable in her home. The childminder has a good awareness of the importance of children feeling settled and ensures she spends time building up a relationship with a new child. This supports the children's self-esteem and confidence to enable them to make good progress in the development.

The childminder provides a well resourced, stimulating home environment where children have good opportunities to move between indoors and outdoor play throughout the day. This is a good range of quality play resources and equipment, which are stored at child height. This ensures easy access and encourages children to make choices and use equipment in different ways. Children's behaviour is age appropriate and the childminder has effective strategies in place to deal with any issues as children become older and develop.

Children's individual dietary needs are well known. The childminder has an understanding of nutrition and the requirements of a varied, healthy and balanced diet. Parents provide their children's meals and the childminder ensures these are stored and heated appropriately to ensure they remain fresh and consumable. The childminder provides healthy snacks of fruit, and drinks are easily accessible for children. She encourages children to sit at the table for their meals and young children understand this and ask to sit in their chairs when the childminder suggests a snack. This helps to develop their awareness of being safe whilst eating and promotes a social time.

The childminder gives a high priority to the safety of children. Therefore, she provides a secure and safe environment for children to explore. All safety equipment is in place with no obvious hazards accessible to the children. The childminder practices emergency procedures with children, which she records, and implements effective risk assessments. The childminder is very aware of safety when outside of the home and ensures all children fully understand the importance of walking safely together such as when going to and

from school each day.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is fully aware of the safeguarding procedures to follow if she has a child protection concern. All required documentation and parental consent forms in relation to the childcare arrangements are in place. The childminder holds a relevant first aid certificate which enables her to deal appropriately with any accidents.

The childminder is committed to her professional development and has begun to use self evaluation well to support her in monitoring and addressing any areas for development. The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and has a secure knowledge of how to support children to show interest, concentrate and try out new ideas. She works closely with parents to support consistency in children's care and learning needs, and their routines. The childminder is a qualified teacher and although her work experience has been with older children, she demonstrates a secure understanding of being able to adapt her teaching skills to support children's learning in their early years. She has a good awareness of planning experiences through a mix of adult-led and child-initiated play, and has effective assessment methods to monitor children's progress. The childminder is aware of completing the progress check for children at age two-years and is aware of sharing this with parents once completed. The childminder uses child development publications to identify children's progress and support her record keeping. This provides secure systems to enable her to monitor and assess they are making good progress in their learning and identify the next steps for their individual learning.

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	EY462424
Local authority	Surrey
Inspection number	919196
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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.

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.

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