

Inspection date

13/11/2013

Previous inspection date

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

2

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

- Children make rapid progress in relation to their speech and language development through positive interaction in their play and activities that inspire communication.
- Children are keen to take part and often show a sense of achievement because the childminder offers lots of support and praise and has a very encouraging approach.
- Children's make good progress and their individual needs are well met through the positive on-going communication established with parents and schools that children attend to share information about their learning.
- The childminder successfully helps children learn to express themselves and learn about others and their own feelings, reflected in their laughter during play.

It is not yet good because

- The childminder does not always provide a wide range of indoor resources and activities to strengthen children's sensory development.
- The childminder failed to notify Ofsted of a significant event that may have effected the suitability of adults who have contact with the minded children.

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 indoor activities in the childminders home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2012. She lives with her partner and one child, in Ash, Hampshire, close to shops, parks, schools and public transport links. The whole of downstairs of the childminder's home is used for childminding. There is a garden available for outside play. The family has pet rabbits. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She supports children with special educational need and/or disabilities. There are five children under eight years on roll, of whom four are in the early years. Most children attend part-time. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- ensure rigorous systems are in place to notify Ofsted of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children

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

- increase the range of indoor resources and activities to further promote children's sensory development.

Inspection judgements

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

Children make good developmental progress, particularly in their speech and language development. This is because the childminder has a secure knowledge and understanding of child development and makes good use of her observations and guidance, to support and extend their learning. Consequently, children develop the skills they need for the future, including starting school. The childminder records her observations and assessments of their achievements in books that include lots of photographs, examples of their art work and next steps for learning. The childminder shares these with parents and encourages them to tell her about children's achievements at home. This means parents are fully involved in children's learning and development. The childminder has a very good

knowledge of children's differing communication abilities and achievements. Babies have recently learnt to respond when she makes funny faces and noises and are beginning to interact. Some children have made rapid progress in this area of their learning and now talk all the time using a wide range of vocabulary. This is because the childminder uses similar words everyday, which children enjoy repeating. The childminder works closely with parents to agree words they use with children to promote continuity in their learning.

The childminder embraces children's on-going developmental achievements and often praises them when they do something new. Consequently, toddlers persist and are beginning to show confidence as they attempt to walk short distances on their own. Children are beginning to show interest in listening to stories as they choose books from a low level shelf in the main play area. They develop pre-writing skills as they make marks using pens, colouring pencils and dried flour. Children are beginning to understand the world as they go on outings to the park and walks to the local woods and canal. The childminder extends their understanding as she initiates related activities when they return home. For example, children create collages using what they have collected and the childminder tells them about autumn and the seasons, squirrels, the weather and what clothes we need to wear.

Children explore a range of media such as paint and modeling dough, mainly during adult-initiated activities. For example, they play in water and sand in the garden, take part in cooking activities and use small stones to fill and empty toy trucks. The childminder sometimes makes a treasure basket accessible to the children which includes objects with different textures. However, there are limited indoor messy play resources for children to use independently, which reduces the development of their senses. Children play imaginatively and smile with enjoyment as they move to the music when the childminder puts on a musical electric piano.

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

Children develop good self-confidence and independence as they separate easily from the childminder and play independently at toddler groups. This is because the childminder takes them to the same groups so they know what to expect and feel secure. Children are very happy and settled due to the childminders caring approach and her ability to help them learn to express themselves. She often initiates fun games with the children, such as 'peek a boo' and patiently shows them how to master new skills. Consequently, children are keen to join in activities and do things for themselves. They show a great sense of achievement because the childminder often praises and encourages them in a very positive way. She establishes very positive relationships with children because she stays close to them during their play and talks aloud about everything they do. Children are well behaved and co-operative. The childminder explains to them about taking turns when using the resources and occasionally uses a timer so they understand the importance of sharing.

Children are well cared for. The childminder works closely with parents to meet children's individual health needs and keep them safe. She encourages all the children to use facial

expressions to express their feelings. Consequently, some children have learnt to respond well in this way. Children's good health is promoted because the childminder provides them with healthy food and snacks that meet their individual dietary needs. She provides plenty of opportunity for them to be active and use a good range of age appropriate indoor and outdoor resources that motivate them during their play. The premises are welcoming and well maintained.

The designated playroom is well organised with attractive storage containers, which the childminder rotates to provide children with a variety of play equipment. Since registration, the childminder has obtained a play kitchen for the outdoor play house, which inspires children to play imaginatively with things they find outdoors such as stones and mud. Children are beginning to learn about their own safety as the childminder talks to them about crossing the road. The childminder has a good selection of resources that help children begin to understand about differences in society and provides them with reassurance and explanations so they understand the needs of others. She uses a few words in other languages, such as French, that help them learn about their own backgrounds. Children move smoothly between the different early year's provision they attend because the childminder talks to the practitioners, and shares information about children's individual needs.

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

The childminder demonstrates a good understanding of the learning and development and welfare requirements overall. This inspection was brought forward because of concerns about the childminder's implementation of safeguarding procedures and a failure to notify Ofsted of significant events. The childminder demonstrates a sound knowledge overall of child protection procedures approved by the Local Safeguarding Children Board but she did not notify Ofsted of a significant event. This is a breach of requirement and has resulted in an action to ensure this system is more robust. The premises are safe and secure. The childminder uses risk assessments to reduce hazards on the premises and on outings. She supervises the children very well to keep them safe at all times and responds quickly when they do things unexpectedly. The childminder and members of her household over the age of 16 years have had appropriate checks completed and continue to be suitable in relation to the registration. The childminder monitors the activities she provides to ensure they are sufficiently challenging and to identify that children are reaching expected levels of development. She works closely with parents to support children with special educational needs and/or disabilities to successfully help them achieve and make good progress.

Since registration, the childminder has made effective use of self-evaluation to drive improvement. She consults with other registered childminders and has used their ideas to successfully adapt and develop her records of children's progress. The childminder seeks parent's views about the provision and actively responds to their suggestions. For example, she has started to record details of children's daily care in a diary for them to take home. This has made handovers with parents at the end of the day much calmer. In

addition, the childminder has fitted a light outside her home, so parents can see when they are collecting their children during the winter months. She has clear aims for driving improvement and has joined an on-line group to seek ideas activities to provide children with greater variety.

The childminder establishes effective communication with other professionals involved with children that helps them make progress. For example, she has met with a speech and language therapist to share information about Makaton signs they use at school. Consequently, children's individual needs are well met and they receive continuity in their care and learning as the childminder uses the same signs in her own home. Documentation seen during the inspection show that parents are happy with the provision. For example, they say 'I love coming to pick up my children. They always seem happy and often ask about you and your own child at the weekend' and 'your enthusiasm to learn Makaton and use symbols with my child demonstrates your professional pride in doing things well'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure rigorous systems are in place to inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises (compulsory part of the Childcare Register)
- ensure rigorous systems are in place to inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises. (voluntary part of the Childcare Register)

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	EY453754
Local authority	Surrey
Inspection number	938799
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
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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