

Inspection date

Previous inspection date

28/01/2014

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 make good progress in their development and have a positive attitude to learning. This is because the childminder has a very good understanding of their individual needs and provides learning experiences that are exciting and challenging.
- Children are keen to learn, interact well with each other and have established a good relationship with the childminder.
- The childminder takes children to regular stay and play sessions in order that they learn to socialise and develop friendships with others.
- 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 does not consistently encourage children to explore nature and the natural world in garden play. This slightly reduces opportunities to promote their understanding of the world.

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 activities taking place in the lounge and kitchen of the childminder's home.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's observations and assessment details, safeguarding procedures and viewed the register of attendance and children's records.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children, both young adults in Redhill, Surrey. The ground floor of the home is used for childminding. The family has a small dog, three cats and a tortoise. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a childcare qualification at level 3. She is currently caring for three children in the early years age range. The childminder offers care Monday to Friday, all year round, except public holidays. Her normal hours of operation are 9.30am to 2.30pm and after school pick-ups from St. Matthew's School, but she will consider working outside these days and hours to suit parents' requirements. The childminder walks to local schools, pre-schools, nursery and nearby facilities, such as 'stay and play' groups and local parks.

What the setting needs to do to improve further

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

- strengthen opportunities for children to explore and investigate the natural world in garden play.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is well qualified with many years of experience. As a result, activities and experiences provided for children are interesting and varied. The childminder observes children and accurately assesses their learning. This helps her to make sure she is meeting the children's needs and that they make progress in their learning. She confidently describes children's individual personalities and how she intends to move them on to their next stage in learning. The childminder works with parents from the outset and gathers important information linked to children's care and learning. Consequently, the monitoring of children's progress is based on their starting points and children's needs are well met. In addition, parents are invited to share information about home events. For example, parents provide family photographs taken over the Christmas period. Children excitedly share the names of family members in the photographs and what they are doing. This develops friendships, creates a sense of belonging and an understanding of others as children happily share home experiences. The childminder is aware of the need to provide parents with a clear picture of their children's development at age two years by completing the required progress check. She has systems in place to implement this as the need arises.

The childminder takes part in children's play and provides good levels of support. She engages children in many worthwhile conversations and children talk excitedly about what they are doing. For example, conversations take place about animal's home environments as children match during a picture lotto game. The childminder repeats words sensitively in conversation to help young children to pronounce words correctly and learn new vocabulary. The childminder seizes every opportunity to expand on children's spontaneous interests. For example, when children build with wooden bricks, the childminder introduces numbers as they stack bricks on top of each other. She introduces mathematical language such as 'how high can we build?' and 'oh you have a very tall tower'. The childminder praises children's achievements to develop their confidence and self-esteem. Children enjoy selecting fruits and vegetables and placing them in their shopping bags as they engage in make believe play. The childminders talks to children about their preferences developing their understanding of the many types of different fruits and vegetables and initiates healthy eating habits.

Children look at books for pleasure and become very excited when they identify familiar characters in the stories. They particularly enjoy listening to stories from favourite books and ask the childminder to read these again. They sit together with the childminder to listen and look at books and, when the childminder asks 'oh who's this I've forgotten their name?' they excitedly name the characters in the storyline. This makes story telling fun and develops children's early literacy skills. The childminder plans an interesting range of creative activities for older children to participate in. For example, they use food packaging to make a variety of emergency vehicles. Again the childminder seizes the opportunity to talk about people who help us within the community. The childminder shares with children a pending visit from the police community support officer and the work they do within the community. Therefore, this makes children aware of what happens around the local environment. Children are showing good levels of concentration and interest in all that they do. Therefore, children learn through play and develop skills, which help them prepare for the next stage in their learning and for school.

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

Children are happy, settled and confident. They have established warm and affectionate relationships with the childminder. The childminder is genuinely pleased to see them greeting them warmly on arrival. This helps them feel safe and settled in her care and supports their emotional wellbeing. Children share and take turns well. They listen and respond to instructions helping them to learn right from wrong with gentle reminders from the childminder. For example, children are reminded not to climb up on the sofa to reach the cat. They learn how to keep themselves safe when out walking and know they must hold hands or hold on to the pushchair. In addition, they learn road safety as they walk to and from school wearing high visibility jackets so they can be easily seen. The childminder practices the fire drill with the children so they are clear of what to do in the event of an emergency.

The home environment is attractively set out with a good selection of play materials and resources, which are stored at children's height. This means that even young children are

able to make choices for themselves as they play, which supports self-initiated play and their growing independence. Children's creative work is displayed around the home showing them that their contributions are valued and respected. In addition, children can be seen looking at and reflecting on past activities. For example, they discuss the use of clipboards when collating the number and colour of cars in their immediate environment.

Children's well-being is supported well through the promotion of healthy eating, provision for outdoor play and daily outings. Parents provide children with a packed lunch and the childminder ensures food items are stored appropriately so they remain fresh. The childminder follows children's routines and they are provided with opportunities to rest and relax when the need arises. Children are encouraged to be active as they play outside in the garden. For example they enjoy participating in games of skittles and quoits. The childminder sensitively draws children's attention to the birds and animals that visit the garden. However, the childminder does not consistently provide opportunities for children to explore nature and the natural world in garden play. This slightly reduces opportunities for them to learn about the world around them. Children enjoy many outings within their local community. For example, they take a bus ride to a local park enjoying the responsibility of buying their tickets. Younger children are taken on regular outings to stay and play groups. This gives them the opportunities to develop their social skills and establish friendships with others.

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 clear on her role and responsibilities regarding child protection and safeguarding children. She knows the procedures to follow should she have any concerns about a child in her care. A written safeguarding policy is in place, which supports the childminder in her role. In addition, risk assessments have been completed to help identify and reduce risks to children.

The childminder self-evaluates her provision. Her strengths lie in her organisational skills and the ways in which she communicates with parents and others. The childminder has set realistic targets, such as developing her resources in make believe play, and is actively seeking training to keep her knowledge of childcare up to date. This demonstrates her commitment to continually improve outcomes for children. Documentation is maintained well and all policies and procedures underpin the childminder's good practice.

The childminder establishes strong relationships with parents and actively seeks their views and opinions with regard to her service and the individual needs of their children. In addition, older children's opinions are sought and they confidently comment that they enjoy all activities but would like more board games. The childminder is happy to oblige. Parents demonstrate complete satisfaction with the service provided. They comment that their children have lots of fun and enjoy activities and that their children's capabilities are challenged through the well-organised planning of activities. Parents receive daily written feedback on their children's care and education and welcome being able to contribute to

their development records. This helps to keep effective channels of communication open and ensures the children's needs are being met. Information about the progress children are making is fully shared with other providers, such as pre-school staff and school teachers, when children attend more than one setting. Therefore, the childminder has a complete, overall picture of children's individual 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	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	EY464003
Local authority	Surrey
Inspection number	926561
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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