

Inspection date

Previous inspection date

12/02/2014

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

- The childminder establishes effective partnerships with parents and other early years providers to ensure children receive consistent care and learning support.
- The childminder skilfully observes children to identify their developing interests and learning and development needs. She uses this information effectively to plan for their progress.
- Children's well-being is particularly well supported by the childminder's gentle manner and provision of a healthy daily diet.
- Children are developing strong enjoyment of books and singing because of the childminder's animated and engaging techniques.
- The childminder makes good use of self-evaluation to identify priorities for improving her practice.

It is not yet outstanding because

- The childminder is not making best use of her garden to support children's learning and development
- There is scope to enhance the environment further to prompt children to engage in conversation, for example about the people and places that matter to them.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and care routines indoors.
- The inspector sought and took account of parents views and took account of the information detailed in the childminder's self-evaluation document.
- The inspector looked at children's learning and development records and sampled documentation relating to safeguarding and welfare.

Inspector

Amanda Tyson

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child. The family live in a residential area of Kingston, within the Royal Borough of Kingston in Surrey. The downstairs of the house is the main area used for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group.

What the setting needs to do to improve further

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

- make more creative use of the garden to support children's learning and development
- encourage children's communication and language further by displaying photographs and pictures that link to their interests and experiences to prompt them to initiate conversation.

Inspection judgements

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

The childminder has a clear understanding of the learning and development requirements. Children make good progress in all areas of learning and development and are well prepared for school. The childminder works closely with parents to identify children's starting points for learning when they first start and plans well to support their progress. Appropriate arrangements are in place to complete the required progress check for two-year-old children. She carries out astute observations and precise assessments on children. These highlight their interests, talents and any gaps in development. The childminder shares this information with parents so they can agree plans for supporting children's progress.

Children learn to enjoy books because the childminder provides for their particular interest, such as transport. Children enjoy visiting the library where they can choose their own books. In the home environment these are stored on low level book shelves so they can help themselves. The childminder notices when children are ready to progress from handling chunky objects to using small tools. She puts a lot of effort into planning activities that enable the inclusion of toddlers and older children to ensure they are all equally challenged. For instance, four year olds learn how to weigh the ingredients for making biscuits and cakes and how to sieve the flour, while toddlers have fun mixing the

ingredients with fingers and large spoons. Children engage in a good range of creative and imaginative play. They use paints and have fun experimenting with more unusual creative media when they visit community groups. The childminder has a good range of play resources to support young children's interest in pretend play, such as 'cooking dinner'.

The childminder engages children in animated conversation which they very humorously mimic. For example, when looking at books independently they upturn their hands and say 'de de de' before turning the page; just as the childminder does to encourage their anticipation about what might happen next. The childminder is aware of the importance of encouraging children to use their home languages as much as possible during the early years to support the development of bilingualism. Children thoroughly enjoy singing songs and rhymes. The childminder recognises and exploits children's interest in experimenting with sound patterns, such as banging cups on tables. For example, she gives them oblong blocks to tap and bang together on the wooden floor in time to a rhyme. Children are challenged to do this quickly, slowly, quietly and loudly and have great fun. Children are all making good progress in their communication and language because the childminder engages them in interesting and playful conversations. However, with the exception of books there is little visual stimulus to encourage children to initiate conversation, for example about people and experiences that matter to them.

The childminder provides children with good opportunities to develop understanding of their physical world by taking them on outings. Children enjoy feeding the ducks, observing deer in the local country park and buses as they go in and out of the garage. However, opportunities for children to engage in science experiments and to experiment with nature are not given strong consideration within the childminder's planning for outdoor play in her garden.

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

The childminder gathers a good deal of information from parents before children start attending. This helps her understand and meet children's personal, social and emotional, and health needs. Children settle in quickly because the childminder works closely with parents to enable a gradual parent separation process for children. Parents are well-informed through the childminder's use of a daily diary about children's care routines and well-being. The childminder knows when children need extra emotional support, for instance when introducing them to a new toddler group or preparing them for visitors to the home. The childminder is incredibly engaging with children. The bond between her and the children is strong and children show a deep sense of security within her care. Younger children are reassured by the childminder's familiar routines for snacks, meals and sleep time. For example, they readily fetch their sleep blanket and snuggle into her arms with a bottle before settling down in a cot for a peaceful sleep. The childminder takes children to carefully selected community groups to help them learn to socialise with larger groups of children. This prepares them well for starting nursery and school.

Children are reminded and encouraged to follow good hygiene and behaviour rules by the childminder's use of songs and rhymes. The childminder encourages children to feed and

dress themselves and supports them, and parents, through the toilet training stage well. The childminder is calm and gentle in her approach and uses positive language and books to guide children's moral understanding. Children are interested in the childminder's toys and enjoy the activities so disagreements are rare.

The childminder plans a good range of outdoor experiences for children that help to keep them healthy and active. She encourages their physical development by taking them to play parks that are equipped with different apparatus. They play football in the garden and enjoy walks along the river where they observe the different boats. Children benefit greatly from the childminder's provision of healthy and sumptuous snacks and meals. For example, they enjoy lemon sole fillet with swede, mashed potato, carrots and red cabbage. The childminder practises the fire evacuation procedure with children so that they become familiar with the sound of the smoke alarm and know what to do. The childminder teaches children road safety when they are out and about.

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

The childminder has made a strong start to childminding. She has a good understanding of the learning and development, and safeguarding and welfare requirements. Parents are well informed about her regulatory responsibilities, such as for responding to complaints and acting on concerns about children's welfare. The childminder keeps detailed records of children's health needs and of any accidents as well as injuries children sustain at home. She monitors these records to identify any patterns. The childminder carries out effective risk assessments. She has good procedures in place for keeping children safe on outings and for protecting data, including photographs that she keeps on children. The childminder's home is well organised, safe, secure and suitably equipped with good quality play and learning resources, furniture and equipment.

The childminder has established a very effective system for monitoring children's progress and development towards the early learning goals. Each child has an individual learning and development plan in place which is agreed with parents. Targets for progress are realistically set and well-targeted within her planning.

The childminder makes good use of self-evaluation to monitor and improve her practice. She continuously evaluates the effectiveness of her planning for children, always looking for ways to improve. The childminder makes good use of local authority training to develop her knowledge and skills. For example, she recently attended a training day focussing on meeting the needs of boys. This helped her understand more about the development and impact of boys' changing testosterone levels. The childminder has booked herself onto training to further strengthen her processes for completing assessments on children. She has identified the need to provide more creative and child-initiated play opportunities for children. The childminder has established partnership working with parents and other early years providers, such as childminders and preschools, and is focussed on further strengthening these. The childminder is keen to develop further knowledge and skills about communication and language development,

particularly in relation to supporting children with special educational needs and disabilities, and those learning English as an additional language.

Parents hold the childminder in high regard. They say they greatly appreciate the daily diary book that keeps them so well informed. They like the fact that the childminder takes children to a community music group, to the library and play sessions at the children's centre as well as spending time in the home. They describe the childminder as 'very kind, warm and open'.

The Childcare Register

The requirements for the compulsory 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	EY461868
Local authority	Kingston upon Thames
Inspection number	931596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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