

Inspection date

05/03/2014

Previous inspection date

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 knows the children well and this helps her effectively meet their individual needs.
- The childminder sets out exciting activities for the children each day that encourage them to become independent learners.
- Children are beginning to understand about their rules and boundaries and the childminder acts as a good role model.

It is not yet outstanding because

- There are fewer opportunities for younger children to explore with natural materials and everyday items as part of their daily play.

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 a joint observation with the childminder.
- The inspector sampled documentation of policies and procedures in place.
- The inspector observed the children inside the childminder's home, as well as the garden.
- The inspector sampled children's daily diaries.
- The inspector gathered feedback from the parents.

Inspector

Maria Powell

Full report

Information about the setting

The childminder registered in 2013 and she works with a co-childminder at their property. Her co-childminder lives with her two adult children in a house situated in Worcester Park, Surrey. Children have access to all the rooms on the ground floor, this includes toilet facilities. Children have access to the cabin, located at the rear of the garden which is set up as a playroom. The family have a cat and dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are five children on roll, all of whom are in the early years age range. The childminder has a level three qualification in childcare.

What the setting needs to do to improve further

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

- review the range of natural and real materials available to children in their everyday play.

Inspection judgements

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

The childminder welcomes children and parents into her home in a caring way. This helps children to confidently separate from their parents. She gathers a good range of information about the children from their parents during the settling in process. The childminder uses this information and children's starting points to plan appropriate and stimulating activities linked to children's interests. The childminder organises exciting and stimulating activities for children to play and explore with during the day. For example, there are books, role play small world resources, a chalk board and musical instruments for them to choose from. The childminder makes children their own books all about their families and children confidently take out these books to look at them. The childminder talks to children about their books as they share the experiences together. Children smile when they point to their own families and this builds their sense of identity and belonging as they talk about their family with the childminder. This helps develop children's confidence and their literacy skills and increases their awareness of the wider world as share information about their families with their friends and the childminder.

The childminder takes her time to read other books with children. She asks them appropriate questions about the story and children answer confidently. This helps develop children's awareness that print carries meanings and their understanding about what happens next in the story.

The childminder provides music and movement sessions for the children. They dance

along to the music being played and are encouraged to participate in the actions. The younger children join in enthusiastically as they sit close to the childminder. They hold the childminder's hands as they move their bodies from side to side to the music. The children show they enjoy this by smiling and giggling with the childminder. This helps to develop their social and emotional skills. In addition this develops their physical skills well as they move to the music.

The childminder provides crayons and large paper in order for children to draw. The older children draw from their own imaginations. They ask the childminder to draw different pictures of animals and then children draw their own representation of different animals to share with each other. The younger children make marks as they draw over the paper and this helps develop their pre-writing skills. The childminder gives children lots of praise for their efforts and encourages them to express themselves with their own drawings. These discussions about their drawings help children increase their communication and language skills. Children's physical skills are also being effectively developed as they manipulate the different tools to make their marks on the paper.

The childminder shows clear awareness of children's individual needs of all children in her care. She confidently describes their individual interests and personalities. She completes observations and assessments when children begin. The information she gathers from parents she is able to plan appropriate activities. The childminder tracks children's progress and shares this with parents to show them the good progress their children are making in their learning and development.

Children have the opportunity to explore in the garden. The childminder uses the outside well to extend children's learning. She provides a range of stimulating activities, such as jelly play, role play in the playhouse, a garden slide and making and blowing bubbles. Children's physical skills are developing well as they move up and down the slide. They are encouraged to explore different textures as engage in 'jelly play'. The childminder encourages their language by getting them to talk about how it feels. Children say the jelly is 'hot' and then blow onto it and the childminder then models the correct language as she responds that it is 'cold'. The childminder extends this by helping the children to count the jelly pieces they see. This develops children's counting and number skills and increases their awareness of mathematical concepts. The childminder has a good range of resources for children to explore and investigate with and this also helps develop their creativity. However, currently for the youngest children she does not have a wide range of natural objects or every day materials readily available on a daily basis for them to explore.

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

The childminder develops strong bonds with the children. They demonstrate they are happy and secure in her care as they seek comfort and enjoy lots of cuddles to reassure them when they are upset. Partnership with parents is good. The childminder works closely with parents to help children settle in her care. Parents are encouraged to settle children over a gradual time and at their own pace. The childminder allows parents to stay

with their children as long as they need but does encourage them to leave after a period of time, if they are comfortable at doing this. The childminder gathers information from parents through an 'All about me' form which records information about children's interests, dietary needs and their daily routines. This information helps promote continuity of care for the children between the childminder, her co-childminder and the parents.

The childminder has a good range of resources and equipment available for children to choose for themselves. The childminder encourages children to be actively involved in their learning and make their own choices about which toys they play with. The younger children are encouraged to point to the toy they want whilst older children verbally communicate their choice as they collect the toy. This helps children become independent learners and engage in their own play.

The childminder provides a variety of healthy fruit and fresh water which encourages healthy eating in children and helps increase their awareness of a healthy lifestyle. Mealtimes are sociable occasions and the childminder sits with the children and talks about the fruits and food they eat. This enables children to develop a good awareness of eating healthy.

The childminder acts as a good role model to children. She talks to them in a nurturing and caring way and demonstrates how to take turns and share equipment. On the whole children are well-behaved given their age and stage of development. They are relaxed with the childminder and her co-childminder. Children are gaining an understanding about each other's feelings and share well. Consequently children behave well and show they know what is expected of them. Therefore they are developing the skills they need to support their future learning and their move to school.

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

The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage requirements. She plans a range of activities that take account of children's interests and age of development and links these to themes that relate to children's interests. The childminder demonstrates a good awareness of how to safeguard children and keeps her knowledge updated by attending additional training courses. She has a good understanding of child protection issues and of who to contact if she has a concern about the welfare of a child in her care. The childminder implements a range of effective policies and procedures which underpin the care and welfare of children. She has accident and medication records in place. When children require medication parents complete health care forms to give their consent. Once medication has been administered these records are completed and shared with parents so they are fully informed about what has been given and when.

The childminder completes risk assessments of the home environment, garden and before local outings. She demonstrates her awareness that these need to be reviewed annually or more frequently if there is a need to do so. The childminder prioritises her own

professional development and since registering has attended training courses to further develop her knowledge of childcare and education. She uses this knowledge to develop her planning and the range of activities she provides to extend learning opportunities for all children.

The partnership with parents is good. Parents feel that they receive plenty of information about their children's learning and development and are very happy with the relationship they have with both childminders. Parents state their children are happy with the childminder and have their individual needs met well.

The childminder strives to continually to improve the provision she provides. She is evaluating her service and takes suggestions from parents and the local authority to help with this. She demonstrates a strong capacity to improve and is meeting the individual needs of the children in her care well.

The Childcare Register

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| 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 | EY461080 |
| Local authority | Surrey |
| Inspection number | 935904 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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