

Inspection date

Previous inspection date

20/03/2014

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

- Toddlers and young children become confident and independent because they have a large range of toys and resources that encourages them to make choices.
- The childminder motivates children well with her warm and positive interaction and enthusiasm.
- The childminder closely supervises toddlers and young children, which effectively minimises accidents.
- Children's social skills develop because the childminder takes them on a variety of activities and child groups outside the home.

It is not yet outstanding because

- The systems to establish effective partnerships with other early years settings and schools that children attend is not fully effective; there is scope to enhance the partnerships with the early years teaching staff in other settings and school.

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 the childminder engage in a range of activities with the children both inside and in the garden.
- The inspector looked at samples of the children's assessment records and planning documentation.
- The inspector had discussions with the childminder about safeguarding children and child protection issues.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, two school-age children and one pre-school child in Epsom, Surrey. The whole of the ground floor of the house is available for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently cares for two children in the early years age group.

The childminder collects children from nearby schools. She takes children to local play centres, parks and libraries.

What the setting needs to do to improve further

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

- develop strategies to improve the working partnership between other settings and schools that children attend, to enhance children's continuity and quality of learning.

Inspection judgements

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

The childminder uses her good knowledge of the early learning goals for children through her use of her wide range of resources and outings. This enables children to benefit from many interesting activities supporting their all round development, in particular their ability to play and form relationships with other children. During specific activities such as playing with dough, children strengthen their hands and fingers as they press, roll and mould dough into different shapes. They also develop good coordination skills as they discover, with the help of the childminder, how to use a variety of cutting and rolling tools. Through enthusiastic interaction from the childminder, children also learn how to express what they are doing by repeating new descriptive words such as squishy, squashy, and squiggly, thus widening their growing vocabulary.

The childminder follows children's interests to help to develop their learning. For example, children are excited to watch the workers relaying the road outside the home. Children watch with awe the huge lorries and rollers. The childminder asks children to describe what they see and the childminder extends this to explain what is happening as children look at the new flat, deep black road. Later, children fill dumper trucks with sand and move their diggers to make tracks. This helps to introduce to children an understanding how machinery operates and prompts their thinking in early problem solving as they re-enact the experience in their sand play. The childminder notes children are beginning to count so introduces activities to build with blocks and encourages them to count these as

the tower grows. The children's playroom has a good variety of attractive books that children enjoy. The childminder talks to them about their favourite characters to help children's confidence in speaking and understanding of different stories.

The childminder has made a positive start to observing and assessing children's progress. She records her observations well and makes links to the areas of learning. With this knowledge, she effectively plans a monthly programme of activities to entertain and stimulate children's progress in their learning. The childminder works well with parents in sharing daily activities and the children's next steps in their learning. The childminder also completes the progress check at age two years for parents to see and take forward to other settings. Consequently, children make good progress towards the early learning goals, preparing them well for their transfer to nursery and/or school.

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

Children play with a broad range of toys and resources that the childminder provides in a very well organised playroom. The childminder's home is very safe and her regular method of risk assessing all children's play area, considers potential hazards to keep children safe. The childminder has a jolly personality, which children respond to very well, making them laugh and happy in their play. Children behave very well throughout the day and demonstrate their growing awareness of their own safety and self-care routines. The childminder guides children to treat their toys and others with respect and she helps them to consider safety. For example, she gently reminds them to be careful of their eyes when playing with the dry sand. Children cooperatively participate in a wide range of play experiences. These learning opportunities help children to adapt for future changes, including the move to nursery and later school.

Children benefit from regular opportunities to play and learn outdoors which supports their good health. The childminder's garden is full of exciting equipment to challenge children's physical skills; they exercise on the trampoline, climbing equipment and ride in small vehicles. Children also benefit from brisk park walks in the fresh air throughout the seasons. The childminder is also mindful of children's health in her preparation of healthy snacks and meals.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and in particular child protection. Her clear policies and procedures provide her with direct contacts to refer to, if she has concerns about a child in her care. The childminder shares her policies with parents so they also know the procedures that are in place to support children's health, well-being and safety. The childminder reviews the safety of her home well. She shows how she supports this by her accurate documentation to record accidents and how to administer medication.

The childminder works closely with parents. She has established a strong friendly relationship. This makes children feel happy and secure because the childminder and parents share information each day about the children's achievements. Parents say they like the 'family feel', which makes children feel secure and enable them to make new friends. Parents receive an informative starting pack, which includes a set of her policies, and procedures that the childminder adheres to as part of her service and commitment to providing high quality care. Partnerships with other providers are establishing generally well, although the childminder has not secured links with the teachers of schools that children attend, to support children's continuity of all round learning. She meets regularly with other childminders to discuss style of practice and ideas. She also benefits from the guidance of her local authority advisers. These strong partnerships contribute to the high quality and consistency of children's care and learning.

The childminder has a strong commitment to training, which enables her to develop her professional skills. She is proactive in securing places at further childcare courses, which enhances her ability to improve her provision for children. The childminder has made a complete review of her provision using the Ofsted self-evaluation form where she identifies her goals for the future. She has also sought the views of parents, making good use of questionnaires, to include in her drive for improvement. Effective planning, assessment and evaluation of the activities she provides, enable her to review her practice and continue to provide a good level of learning opportunities to meet the needs of the children in her care.

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	EY466439
Local authority	Surrey
Inspection number	935679
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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