

Inspection date	27/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 has a good range of play and learning resources, and provides a variety of enjoyable and challenging activities that link with children's interests.
- The childminder makes effective use of observations and assessment to plan for and support children's progress.
- The childminder communicates closely with parents to support and meet children's individual needs, particularly in relation to their well-being.
- The childminder makes good use of risk assessment and self-evaluation to develop and improve her practice.

It is not yet outstanding because

- Links with the other early years settings children attend are not fully established to secure a consistent approach to supporting children's learning and development.
- The childminder does not make full use of her garden to support all areas of children's learning and development, particularly throughout the year in all seasons.

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 children's play indoors and outside, and involved the childminder in this process.
- The inspector sought and took account of the views of parents.
- The inspector sampled a range of documentation including children's development records and those relating to health and safety.

Inspector

Amanda Tyson

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Epsom, Surrey. Their home is within walking distance of a country park, playgrounds, library, schools and local shops. The childminder uses the ground floor of her premises, which includes a playroom and toilet facilities. There is an enclosed garden. The childminder is currently caring for three children in the early years age group and one child over eight.

What the setting needs to do to improve further

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

- develop further links with the other early years settings children attend to fully enable a joined-up approach for supporting children's learning and development
- make more use of the garden to support children's understanding of the world throughout the year.

Inspection judgements

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

Children make good overall progress in all areas of learning and development, which prepares them well for school. The childminder asks parents for information about children's interests and capabilities before they start. She uses this, along with her own observations to assess children's starting points. The childminder continues to observe and assess children and completes the statutory progress check for two year olds. The childminder plans well for helping children to progress by providing challenges within activities that specifically link with their interests, such as pretend play. The childminder shares all that she learns about the children with parents each day. She uses a two-way communication book and encourages them to record activities children enjoy at home. She meets with parents throughout the year to review and plan for their children's progress. For example, they work together to teach children to count in sequence during routine activities. The childminder's partnership with parents is effective and rapidly developing. However, this good level of communication with the other settings children attend is not fully established.

The childminder plans activities to link with national traditions, different festivals and sometimes to a theme. Children enjoy attending community groups, such as for music and movement, and visiting the library. In the main though, she follows children's lead, and

activities and learning is spontaneous. For example, if she sees them crawling under the table she suggests they make a den with large pieces of material. When the childminder notices children playing 'going on holiday' she offers them a suitcase to pack. When children start trying on each other's shoes she gets a selection out and they set up a shoe shop. The childminder asks children questions to encourage their thinking and ideas, and communication and language development. For example, she asks where they are going on holiday, what will the weather be like, and what do they need to pack? The childminder engages children in comparing and estimating size as they try on different types and colours of shoes and measure their feet. Children learn about environmental changes and features, such as flooding and waterfalls when the childminder takes them to observe these locally. She has recently brought fishing nets for them to use in the local stream. The childminder makes good use of her garden to support children's play and learning during the summer months. However, she does not extend these opportunities to encourage children to explore and experiment with nature and science throughout the year, particularly during the winter.

Children are happy in the childminder's care because she makes learning fun. She provides good opportunities for them to progress in their communication and language, literacy and mathematical development within routines and play. For example, children sing number rhymes in the car, develop hand skills by using patio chinks and giant paintbrushes outside; and act out popular stories wearing masks and using props.

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

Children are cared for in a safe, secure, well-resourced and welcoming environment. The childminder gives high priority to supporting children's well-being. She works closely with parents to help children overcome anxieties about separating from them, and to become toilet trained in preparation for when they start nursery school. The childminder uses children's interests and activities, such as doll play and cooking to teach them about hygiene and self-care. For example, she gives children real nappies and wet wipes 'to change their baby'. Children practise dressing themselves in imaginative play.

The childminder successfully encourages children's independence by making toys and resources accessible to children so they can help themselves. Children move around the environment freely, combining resources and using them for different aspects of their play. For example, one minute pulses and grains are being emptied from a toy digger, and the next they are being transferred to pots and pans 'to cook dinner' in the play kitchen. The childminder knows the children well and relationships between her and the children are warm and trusting. Children play well together. Squabbles do naturally sometimes occur, but the childminder manages these with ease, using explanation and redirection. For example, children know that they have to help keep the playroom tidy, while the childminder ensures it is clean. Children understand the childminder's basic house rules, for example to sit to the table to eat snacks and meals. The childminder takes children to various community-run activities. Here, they learn to socialise with bigger groups of children in preparation for nursery and mainstream school.

Children enjoy the healthy snacks and meals the childminder provides. They show good social skills as they sit nicely to the table. Children enjoy outdoor play being physically active. The childminder takes them to the park most days and conscientiously ensures she protects them from the sun using a barrier cream and hats. She helps children develop confidence in climbing and balancing, and teaches them how to pedal and ride scooters. Children learn road and dog safety rules when they walk around the local neighbourhood each day and visit the park. Within the home, the childminder teaches children how to use knives and scissors safely, and together, they regularly practise the fire evacuation procedure. Children are beginning to gain an understanding of wider safety issues during conversation. Children not only feel safe, but they are safe because the childminder has good operational procedures, such as minimising the possibility of a lost child situation occurring when they go on outings.

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

The childminder has made a good start to her business. Her knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage is secure. The childminder implements suitable written policies and procedures to ensure children's safety and wellbeing, which she shares effectively with parents. The childminder's detailed safeguarding children policy includes all the required elements. These provide parents with clear information about her responsibilities and safety procedures, such as deleting photographs from her mobile telephone promptly, what she will do if she is concerned about a child's welfare, or if an allegation was made against herself or member of her family. The childminder makes good use of risk assessment to identify and minimise any hazards to children within the home and for keeping children safe on outings.

The childminder understands her responsibility to work in partnership with external agencies involved with children, but a fully effective partnership with all early years settings children attend, in addition to her own is not fully in place. She has initiated partnership working with some children's early years settings, but not all. This reduces the consistency children receive in their learning. The childminder does work in full partnership with parents though to support children's welfare and learning needs. Parents hold the childminder in high regard. They say the childminder 'is amazing'. They greatly appreciate the daily diary she provides, which includes photographs showing children engaged in exciting activities. They say they 'can go to work with no worries, knowing their child is in safe hands'.

The childminder constantly reflects on her practice. She is always looking for ways to strengthen her planning and support for individual children, and to identify priorities for improvement. For example, after taking children to a local farm that provide all children with wristbands for adults to detail their mobile telephone number, she ordered some herself. The purpose of these is to further enhance safety procedures when on outings. The childminder recognises her own training needs, such as developing her knowledge and skills to support children with special educational needs and disabilities, and those

who learn English as an additional language. This will prepare her to care for children in these groups in the future. She intends to make use of online training opportunities to support her. The childminder is very enthusiastic and shows good capacity to sustain ongoing improvement.

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	EY465310
Local authority	Surrey
Inspection number	936297
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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