

Inspection date

Previous inspection date

27/05/2014

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 settle well in the childminder's care and develop happy respectful relationships.
- The childminder forms strong partnerships with parents, which helps her promote children's learning and development well.
- The childminder consistently teaches children well and effectively records the good progress they are making.

It is not yet outstanding because

- The childminder does not consistently use resources and activities to fully extend children's awareness of other people, communities and diversity in the world around 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 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 and interaction between the childminder and the children she is caring for, indoors and outdoors.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

Inspector

Jane Bull

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, two adult children and two teenage children in Ewell, Surrey in the London Borough of Epsom and Ewell. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. There is access to an enclosed garden at the rear for outdoor play. The family have a dog, cat and chickens. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder operates Monday to Thursday from 7.30am to 6.30pm.

What the setting needs to do to improve further

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

- develop further opportunities for children to understand and appreciate the diversity of people and communities in the world around them.

Inspection judgements

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

The childminder has a good understanding of how children develop and learn. She uses this to plan and provide activities that children enjoy and hold their attention. For example, children eagerly join in with planting vegetables in the garden, watching them grow and harvesting them. Activities such as these help children make good progress in their learning. Parents state that 'there is a lovely mix of creative, indoor and outdoor activities'.

The childminder uses individual learning journeys to track each child's progress clearly from the time that she starts caring for them. The learning journeys contain observations, children's work and photographs, which show their progress well. The childminder knows the interests of the children she cares for well and uses this knowledge to extend their learning. Consequently, the childminder provides focused activities that target children's specific learning needs.

The childminder effectively involves parents in their children's development on a regular basis. She shares information with them by email, verbally at the beginning and end of the day and through twice-yearly informal meetings. Parents comment that they are very happy with the amount of information they receive verbally and in the daily emails. This shows that the childminder is involving parents consistently in their children's learning.

The childminder works in close partnership with parents to find out about each child's

home background and to share information when she starts looking after them. This enables her to meet their individual needs and provide good continuity of care. The childminder uses children's learning journeys to write termly reports and review their development in detail with parents. This means that she can quickly identify potential gaps in children's development and parents are aware of the progress their children are making. The childminder is fully aware of her responsibility to complete progress checks for two-year-old children.

Children enjoy measuring and mixing ingredients when they make gingerbread together. This helps them to develop physically and teaches them early mathematical skills. The childminder talks to children while they play so they develop their communication and language skills well. The childminder encourages children's interest and enjoyment of books and literacy by reading to them from a good variety of age-appropriate books. The childminder uses some books that encourage children to learn about similarities and differences between themselves and others. However, she sometimes misses opportunities for children to learn about the cultures of others in the community. This means the childminder is not consistently raising children's awareness of diversity in the world around them. The childminder encourages children to learn by taking an interest in what they are doing and listening to their ideas. For example, they discuss the play village they are creating together, what the buildings may be used for and how to lay it out. Consequently, children are actively learning and focusing on activities.

Children enjoy spending a lot of time playing outside in the safe, enclosed garden. The childminder ensures that children go on outings to the local parks and to toddler groups. This supports their physical development and well-being. It gives them the opportunity to experience different activities and meet other children. Consequently, children develop their social skills as they play.

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

The childminder looks after children in a welcoming and calm environment. The childminder discusses children's individual needs with their parents before she starts to look after them. This helps children to feel confident and secure in her care. The childminder motivates children to learn as they play. For example, when the childminder reads a story, children snuggle in as they listen and discuss the story with interest.

The childminder is polite to children and reminds them to be courteous in return. This gives children clear guidance about what is acceptable behaviour and consequently they are polite and play cooperatively. The childminder works closely with parents to achieve a consistent approach to managing children's behaviour. This helps children learn positive behavioural and social skills both at home and with the childminder.

The childminder completes and reviews thorough risk assessments of her home and outings. This promotes children's safety because it helps the childminder to identify and take action to minimise potential hazards. The childminder has up-to-date paediatric first aid training. This provides her with the knowledge to take appropriate action in the event

of an accident. Children's behaviour shows that they feel very safe and emotionally secure when they are in her care.

The childminder helps children to develop a good understanding of a healthy lifestyle. For example, children have plenty of access to outdoor play and fresh air in the large, well-equipped garden. Children enjoy growing vegetables, looking for bugs and frogspawn, and collecting eggs from the chickens. Children eat healthy snacks such as fruit and crackers and water is always available for them. The childminder prepares healthy home-cooked meals, encourages children to try new fruit and reminds them to have regular drinks after exercise. This helps children to learn about a healthy diet. The childminder implements good hygiene procedures and manages her pets effectively. Consequently, she promotes children's health and safety well. Children learn about hygiene routines and managing their personal needs, such as blowing their noses. This encourages their independence and helps prepare them for changes in their lives, such as starting pre-school.

Children have plenty of space to move around and play. There is a very good range of age-appropriate toys that children can choose from, indoors and outdoors. This supports children's all round development. As a result, children develop their confidence and become independent learners.

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

The childminder knows how to provide a wide range of activities that are of interest to children. She demonstrates that she has a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. The childminder uses everyday activities to teach children in all areas of learning. For example, they learn to care for the chickens, collect and count the eggs and record the number on a blackboard. Children's development records clearly show that they are making good progress in the childminder's care.

The childminder has accurate and up-to-date policies and procedures in place. She reviews them regularly and makes sure they reflect current legislation. The childminder shares her policies with parents when she first cares for their children. Parents sign to confirm they understand and agree to them.

The childminder uses effective self-evaluation to reflect on her practice and recognise priorities for improvement. For example, she identifies that she would like to develop the way she plans activities to support children's learning further. This demonstrates that she is reflective about her provision and is able to see where she would like to make positive changes that benefit children. Parents have the opportunity to give their views and make suggestions about the childminder's provision. This helps the childminder work effectively with parents to improve her practice.

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed recent safeguarding training and

understands the procedures to follow if she has concerns about a child in her care. The childminder provides a safe environment for children and regularly reflects on safety. For example, she carries out risk assessments on the safety of the pond after recent rain. This shows that she is aware of possible dangers to children when playing near water. The childminder supervises children well in all areas of her home and on outings. When the childminder takes children out she gives them cards to carry with her contact details in case of an emergency. This helps her keep children safe and promote their welfare.

The childminder makes links with the pre-school that some children attend. This helps her provide activities to extend children's learning with her. It also enables the childminder to provide consistency between the different settings children attend. Parents are very positive about the care the childminder provides, commenting that they 'are really pleased' they have found her and have recommended her to others.

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	EY469646
Local authority	Surrey
Inspection number	946327
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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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