

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- There is a close relationship between the children and childminder, which fosters their feeling of security.
- The childminder has an accurate understanding of and responds well to each child's care needs.
- Children experience a range of activities inside and outside the home.
- The relationships with parents are friendly, which supports children's sense of belonging and emotional well-being.

It is not yet good because

- The childminder does not use the information from her observations and assessments to plan challenging experiences across all areas of learning to support children's progress.
- The childminder does not successfully work with parents and other early years settings children attend to identify and share children's learning needs.
- Self-evaluation systems are not fully effective to accurately target areas for improvement and include parents' and children's' views.

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 interaction between the children and the childminder.
- The inspector sampled the information kept on the children, including some observations.
- The inspector sampled the childminder's policies and procedures.
- The inspector discussed different aspects of practice with the childminder.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Chessington, Surrey. The ground floor of the home is available for childminding activities with an upstairs bedroom for sleep only. There is a 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 early years age children on roll.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the use of observations, assessments and planning to ensure the stages of development for each child are fully identified and use this information to plan challenging experiences across all areas of learning.

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

- strengthen systems for self-evaluation to accurately target areas for improvement and include parents and children this process
- improve strategies to engage parents and other early years providers so they are fully aware of children's next steps in learning.

Inspection judgements

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

The childminder supports the children to feel comfortable with her and her family. She has suitable knowledge and understanding of the areas of learning. She observes children as they play and learn, and uses these observations at times, to assess their progress. However, she does not do this frequently or consistently to effectively plan challenging next steps for their development in all areas of learning.

The childminder provides children with a range of activities that support their interests. This means they enjoy their play, however, due the infrequent observation and assessment systems; the childminder does not always have an up-to-date and accurate picture of children's specific next steps. This means she is able to support them in their play, but not able to challenge them well. Children sit with the childminder and they enjoy completing puzzles together. The childminder makes use of resources to represent rain as

they talk about 'all the rain that came to make the flood' to support children's understanding of Noah's Ark. She role models language to increase their knowledge about different types of animals and the noises they make. They undertake simple counting as they walk the puzzle pieces one, two, three up the ramp to the ark. As they look at books, she supports children to share what they see and encourages them to try to say what they have identified, like duck. She expands their knowledge as she explains that although it is bear, it is not a polar bear but a grizzly one due to the colour.

The childminder increases children's personal, social and emotional development through visiting different groups during the week. This offers children opportunities to meet with other children, which increases their social skills. Children have a range of different resources and activities to engage in, widening their understanding of the community around them.

Relationships with parents are positive and they share information on a daily basis about the children's experiences and care needs. However, the childminder does not provide them with information about the children's next steps in their development, to enable parents to extend their children's learning at home.

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

The childminder obtains information from parents at the outset regarding children's home lives, interests and routines. This information helps the childminder to provide a smooth transition for the children and offers continuity of care. Children benefit from individual attention, which helps them feel secure with the childminder and fosters a close relationship between them. This gives children a sense of security and emotional well-being. Children who have additional languages are well cared for, the childminder communicates with them using some words in their home language, giving them a sense of belonging.

Young children are learning about boundaries and acceptable behaviour. They are encouraged to share and take turns and receive praise when they do so. The childminder focuses on the positives of their behaviour and has different strategies in place for the different age groups she is caring for. Therefore, children behave well.

Children are beginning to understand about healthy lifestyles. Each day they enjoy fresh air, either in the garden or at local parks. The childminder provides meals and snacks for the children. She takes into consideration their likes and dislikes whilst promoting healthy options. Children learn about safety as they have boundaries in place when they visit parks so they know how to stay safe, and they practice how to evacuate the home.

The childminder provides an adequate range of suitable activities and resources for the children to enjoy. Children lead their own play and develop their independence as they choose from resources that are in easy reach, with pictures on boxes showing them what is inside. The positive interaction from the childminder enhances the children's

engagement with the toys, which helps to promote their all round development.

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

The childminder has a suitable understanding of her responsibilities relating to the safeguarding and welfare requirements. There is a clear safeguarding policy in place with contact numbers to use if she had a concern about a child. The childminder has a current appropriate first aid certificate to support children if they have an accident, providing them with appropriate treatment immediately. The childminder implements appropriate procedures such as risk assessments and maintains a clean, safe and secure environment.

The childminder has a sufficient knowledge of the learning and development and welfare requirements. She observes and tracks children's learning appropriately, however, this is not frequent enough to enable her to accurately keep up with children's changing developmental needs, so she is clear on their specific next steps of learning at all times. This also means that her planning of activities does not consistently reflect the children's learning needs to provide suitable challenges for them. Consequently, children do not always make the best possible progress in their learning.

The childminder has undertaken a basic evaluation of the service she offers. However, she does not successfully reflect on her practice to identify and prioritise future plans relevant to her provision. She does not seek parents' and children's' views to gain their ideas and suggestions. This means that she does not always clearly identify areas for improvement that benefit children.

The childminder has worthwhile relationships with parents. There are daily diaries in place, which promote continuity of care and make parents aware of the experiences their children are having each day. They are aware of the childminder's policies and procedures and provide the childminder with written permissions relating to aspects their children's care and well-being. Discussions take place with other early year settings that children attend, however; she does not share children's next steps with them or parents to promote continuity of learning at both provisions and at home.

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	EY463610
Local authority	Kingston upon Thames
Inspection number	942343
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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