

Inspection date

Previous inspection date

17/06/2014

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 build strong attachments with the childminder and consequently feel safe and secure in the setting.
- The childminder supports communication and language well by following children's interests and encouraging them to talk about what they are doing.
- The childminder provides a good mix of adult-led and child-initiated activities, which support children to become independent learners.
- Parents comment that children are settled in the childminder's care and make good progress.

It is not yet outstanding because

- Children have fewer opportunities to learn about their home cultures.
- The childminder does not always give children opportunities to develop their independence and self-care skills.

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 spent the majority of the inspection observing the childminder with the children.
- The inspector discussed and sampled the childminder's policies and procedures.
- The inspector discussed and sampled children's development records with the childminder.
- The inspector checked the suitability and qualifications of the childminder.
- The inspector took into account the comments from parents.

Inspector

Vanessa Brown

Full report

Information about the setting

The childminder was registered in 2013. She lives with her husband and three children in Stoneleigh, Surrey. The whole of the downstairs is used for childminding and children have access to an enclosed garden. The childminder has two dogs and a cat, which are kept away from children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group.

What the setting needs to do to improve further

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

- provide further opportunities for children to learn about their home cultures
- give children more consistent opportunities to practise their self-care skills including dressing and undressing ready for school.

Inspection judgements

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

Children are happy and play well together in this warm and friendly setting. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation stage. A good mix of adult-led and child-initiated activities ensure that children are challenged and continue to be motivated to learn. The childminder follows children's interests and she provides a range of activities and resources to support them in all areas of learning and development. They become independent learners as the childminder continually offers children choices and follows their lead. Consequently, children make good progress towards the early learning goals.

The childminder makes links with parents to assess children's starting points in the setting. She observes children in their play and uses this along with information from parents to plan activities to support the next stage of their development. The childminder shares information with parents regularly about children's progress. This means that parents know what children are doing in the childminder's care and can therefore extend their learning at home. However, further opportunities need to be included during play to support children to learn more about their home cultures. The childminder understands her responsibility to provide parents with the required progress check for two year olds when appropriate.

Children play well together. This is because the childminder offers children choices and

follows their interests. She explains to children how to do things and encourages them to have a go for themselves, which supports their characteristics of effective learning. They develop in confidence as the childminder supports children to keep trying.

The childminder supports children with their communication and language as she talks to them all the time and encourages them to discuss the activities they are involved in. The childminder sits at the child's level and speaks clearly so that children learn how sounds build up into words. The childminder teaches children about different shapes and colours as they make a rocket. Children learn to share and take turns during activities and the childminder gives lots of praise for achievements, which supports their personal, social and emotional development. They learn to take turns with scissors and using a baseball bat and ball in the garden.

Children learn that everyone is different. The childminder reminds children that everyone is unique and has different features and qualities during an activity with Mr Potato head. Children learn about under the sea and she reminds them about tropical fish that they saw at the sea life centre while making pictures. Children are able to choose from a variety of activities that follow their interests and the childminder recognises when children need further stimulation. She also reminds children that they can return and finish pictures at a later point. The childminder supports children's communication and language during story and song time. She speaks clearly and points to words so that children recognise print and start to learn how to use rhyming words. The childminder holds their interest and imagination by making silly voices so that the children enjoy the story. They sit, listen and concentrate for long periods and learn about loud and quiet while playing with musical instruments.

Children play outside in the garden and access the outdoors confidently. They choose from a range of toys and equipment to support their physical development. They bounce on the trampoline and practice their hand-eye co-ordination while learning to hit and catch a ball. The childminder gives children lots of praise and encouragement, which supports their confidence and self-esteem.

Partnership with parents is good and comments from parents are positive. They are happy with the care the childminder provides and the learning experiences she offers. The childminder shares children's observations and assessments regularly with parents, and encourages parents to regularly share information and support learning from home. This enables the childminder to reflect on the care and learning experiences, she provides to support children progress.

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

The childminder builds strong attachments with the children in her care. They are confident to approach her when they need help and support. This shows that children feel safe and secure in her care. Children move freely and confidently around the setting and clearly feel safe in the well-resourced environment. There is a good range of age-related resources accessible to children. Children settle well as the childminder talks to parents

about their routines and individual needs. Children enjoy the activities the childminder has arranged and talk to her about everything they do. Children develop confidence and self-esteem as the childminder praises them for all their achievements. The childminder helps children learn good manners and to share and take turns during their play. The childminder praises good behaviour and talks to children about why some behaviour is not acceptable. She manages behaviour well and is calm with the children. She pre-empts disagreements and challenging behaviour and distracts children. The childminder talks to children about their feelings. This supports their personal, social and emotional development. The childminder encourages children to follow hygiene routines and they engage in hand washing to promote their good health. The childminder reminds children to wash their hands after going to the toilet and before mealtimes. The childminder promotes healthy lifestyles by providing regular daily opportunities for children to have fresh air and exercise. Children enjoy playing outdoors in the garden and the childminder takes children on regular outings to local parks. Children confidently choose from a range of toys outdoors. The childminder supports children's development and extends their learning through play. The childminder provides healthy meals, snacks and drinks. Children sit together at mealtimes and build friendships. She teaches the children about foods to keep them healthy and they have opportunities to learn about fruit and vegetables during role play with a market stall. Children generally have lots of opportunities to develop independence. They play dressing up and are encouraged to find their shoes and socks to go outside. However, the childminder does not always support their independence and development of self-care skills as she sometimes puts the children's clothes, socks and shoes on for them. The childminder has effective policies and procedures in place to support children's well-being. She records information about children's individual needs. The childminder keeps records and permissions on children's allergies and cultural preferences as well as accidents and medication. The childminder holds a first aid certificate, which ensures that she is able to deal with accidents appropriately.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has robust policies and procedures in place which she shares with parents when they start in the setting so that they are aware of what she provides. The childminder has effective policies and procedures to safeguard children and has attended relevant training. She has a good understanding of safeguarding procedures and what to do if she is concerned about a child in her care. She has the appropriate telephone numbers to contact if she needs to take action. All of the adults in the household have undergone the required suitability checks. The childminder's setting is safe, secure and hygienic for children to use and written risk assessments are in place and regularly reviewed. Parent's permissions are in place for the use of large outdoor equipment including the trampoline and for children to go on outings. Children take part in fire drills and they learn to keep themselves safe as they become familiar with the evacuation procedure. The childminder completes all relevant records to keep children safe and for the safe operation of her service. The

childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She is enthusiastic and motivated to provide a high level of care for children. The childminder plays with and teaches the children all of the time. She plans activities by following their interests and is flexible to meet their individual needs. She records children's development and their progress through observations and planning. She provides activities that support children to move on to the next stage of their development and shares this information with parents supporting their home learning. As a result, children make good progress in their development with the childminder. The childminder evaluates her practice using observations of children and includes the views of parents. She uses this process, as well as gaining information and advice from attending cluster support meetings with the local authority early years advisor to reflect on her practice. She is keen to develop her skills by attending future training courses.

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	EY469957
Local authority	Surrey
Inspection number	945846
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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