

Inspection date

Previous inspection date

07/07/2014

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

- The childminder has developed a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses effective systems to monitor, assess and plan for children's progress.
- The childminder's home is welcoming and toys are easily accessible to encourage children to make independent choices about their play.
- The childminder makes effective use of using family photographs with children to support their sense of belonging and emotional security.

It is not yet outstanding because

- The childminder has not fully considered ways of using books to extend children's interests and to further support the activities planned
- Children take part in creative colouring activities, however, the childminder provides pre-drawn templates that do not fully enable children to use their own imaginations and express their own ideas in their own way.

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 completed observations with the childminder and the minded children present in the lounge and kitchen area.
- The inspector spoke with the childminder at appropriate times throughout the inspection about the systems she has in place for observation, assessment and planning.
- The inspector sampled documentation the childminder uses to support her practice.

Inspector

Jennifer Devine

Full report

Information about the setting

The childminder registered in 2013 and lives with her husband and preschool child in Epsom, in Surrey. The childminder uses all of her home for childminding and there is a garden for outdoor play. The childminder currently has four children on roll, all of whom are in the early years age group, who all attend on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop ways of introducing books with planned activities to enhance children literacy experiences and understanding of the world
- develop further opportunities for children to express their own ideas, use their imagination and develop their creativity.

Inspection judgements

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

The childminder has developed a secure understanding of the learning and development requirements and this enables her to provide a stimulating environment, which covers all areas of learning. She completes regular observations on the children's development, which supports her in identifying children's needs and their next steps for learning. The childminder provides a varied and interesting range of activities and play experiences that engage children's interest and enjoyment. This results in children making good progress in all areas of their development.

The childminder develops children interests in fun ways. For example, children enjoy exploring a messy play activity searching for mini beasts hidden in some jelly. The childminder is aware of the importance of communication in everything she does with the children, and constantly talks to the children as they investigate the texture and smell of the jelly. Their understanding of the various mini beasts is developing as they find them and name each one. The childminder asks questions to make the children think. However, she does not always consider how she can fully extend this experience as she did not have books nearby for children to use for reference. To enhance children's learning and enable them to make comparisons of their findings. The childminder suggests a colouring activity following the theme of mini beasts and children sit for some time colouring in pictures. This supports children's early writing skills as they hold the pencils in their hands.

However, these pictures are pre-drawn and do not fully support children to express their own individual creativity.

The childminder has a good awareness of allowing children time to make choices about their play and develop their imagination independently. She also knows when to intervene to support and extend their knowledge further. For example, children show great interest in the pretend kitchen and the childminder supports them by introducing ideas and showing them the steps to prepare the dinner. This develops their imagination and enables them to re-enact everyday activities they see the adults around them perform.

The childminder ensures she has useful information from parents about children's starting points and routines to support the settling in time. This enables her to settle the children well and involve parents in their children's learning. She provides verbal feedback and written daily diaries to ensure parents are aware of their child's day. In addition, the childminder takes photographs of the children at play and regularly shares these with parents.

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

The childminder provides a calm, secure and welcoming environment where children feel comfortable in her home. The childminder has a good awareness of the importance of children feeling settled and ensures she spends time building up a relationship with a new child. In particular the childminder encourages parents to share family photographs and she displays these for children to see and talk about the special people in their lives. This support the children's self-esteem and confidence to enable them to make good progress in their development.

The childminder provides a well resourced, stimulating home environment where children have good opportunities to move between indoor and outdoor play throughout the day. A good range of quality play resources and equipment which are stored at a child's height is provided. This ensures easy access and encourages children to make choices for themselves on what they play with and helps them use equipment in different ways. Children's behaviour is age appropriate and the childminder is calm in her approach when dealing with any minor issues.

Children's individual dietary needs are well promoted. The childminder has a clear practical understanding of nutrition and the requirements of a varied, healthy and balanced diet. The childminder provides healthy snacks and freshly prepared home cooked meals. She encourages children to sit together for their meals at the table. This helps to develop their awareness of being safe while eating, and promotes a social time with the children. Good standards of hygiene in the home help to keep children well, and children are learning how to manage their personal hygiene effectively. For example, they know they need to wash their hands after toileting or before eating. Children enjoy daily trips outdoors when they walk to and from school, and visit local parks to promote their physical skills.

The childminder gives a high priority to the safety of children. Therefore, she provides a

secure and safe environment for children to explore. All safety equipment is in place with no obvious hazards accessible to the children. The childminder is very aware of safety when outside of the home and ensures all children fully understand the importance of walking safely together such as when going to and from school each day. The childminder has strict boundaries when out of the home, ensuring that the youngest children are safely harnessed into the pushchair and any other children walking hold onto the pushchair at all times.

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

The childminder has a good understanding of her responsibilities in ensuring her provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is organised and works to a daily routine that allows her to meet children's individual needs effectively through providing many opportunities for play, meals and rest. Arrangements implemented for safeguarding children are good and she is aware of the child protection procedures to follow if she was concerned about a child. All required documentation and parental consent forms in relation to the childcare arrangements are in place.

The childminder is newly registered. However, she benefits from her past work experiences as a nanny and from working in nurseries. She is very committed to her professional development and has an awareness of reflecting on her practice to help her address any areas for development. The childminder is keen to attend further training courses and makes good use of childminding forums to get advice and ideas to improve her skills. The childminder holds a relevant first-aid certificate which enables her to deal appropriately with any accidents.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She has an awareness of planning experiences through a mix of adult-led and child-initiated play. She is also aware of completing the developmental progress check for two-year-old children when required. Overall the childminder has clear systems in place to identify children's progress and this enables her to assess their progress and identify the next steps for their individual learning.

Although currently the childminder has no contact with any other professionals for children in the early years she is aware of the importance of clear communication and working in partnership with others, if this occurs in the future.

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	EY473110
Local authority	Surrey
Inspection number	950019
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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