

Inspection date

Previous inspection date

05/03/2014

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 are happy and settled because the childminder is attentive and responsive to their individual needs.
- The childminder forms close relationships with children due to her positive and caring approach.
- The childminder supervises children well and gets involved in their play, which enables them to explore the environment safely and develop new skills.
- The childminder provides children with a good range of activities and experiences that motivates them to learn and make good developmental progress.

It is not yet outstanding because

- The childminder does not always provide children with a wide range of resources to extend their sensory experiences.
- Children do not have access to a range of resources that promote their awareness of similarities and differences between themselves and others.

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 indoor activities in the childminders home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child, her brother in law and her husband's cousin in Woking, Surrey. The home is within walking distance of local schools, public transport and shops. The downstairs of the property is used for childminding purposes, which includes toilet facilities. There is usually a garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The provision operates from Monday to Friday for most of the year. There are two children on roll under the age of eight years, of which one is in the early years age range. The childminder also offers care to children from the end of the early years to 11 years. The childminder has two pet cats.

What the setting needs to do to improve further

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

- increase the range of resources to extend babies sensory experiences
- increase the resources available to promote children's awareness of similarities and differences between themselves and others.

Inspection judgements

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

Children develop the skills they need for their future. The childminder regularly observes and assesses children's achievements and development. She shares next steps for learning with parents to involve them in children's learning. For example, they agree words to use to promote children's communication and vocabulary so there is a unified approach. The childminder provides children with a good range of activities and experiences that motivate them to learn and help them make good developmental progress. For example, the childminder takes children to a toddler group, a small soft play facility in a garden centre, to see farm animals, the library, a childminders play and learn session and music activities. The childminder plans these activities around children's care routines to meet their individual needs.

The childminder encourages babies to communicate by copying the noises they make and the few words they have started to say. She holds babies close to her and maintains face and eye contact, which encourages them to focus and listen to what she says. Consequently, they are very alert to what others say and are beginning to use actions as the childminder talks aloud. For example, they lift their arms in the air ready to be picked

up when the childminder says it is lunch time and wiggle their fingers to say goodbye to their parents. Babies enjoy moving to music, have started to try to blow kisses and say simple words, such as 'dada'. They enjoy interactive games with the childminder, such as 'round and round the garden'. The childminder regularly sings songs with children during their play, which gains their attention and develops their ability to listen.

Babies make good progress in their physical development because the childminder stays close to them during their play and intervenes when needed. She helps them to pull themselves up to standing position and hold onto the sofa, which provides them with good support as they play with toys, which are at their level. Consequently, in the short time they have attended, babies are starting to develop control of their movements. For example, they have learnt to walk around furniture lifting one foot and stepping sideways and can take a few steps when the childminder holds their hands. The childminder sometimes provides indoor push-along toys, which babies use to pull themselves to standing. Babies develop good self-care skills and have recently started to feed themselves using a spoon and lift their own drinking beaker. They enjoy the childminder feeding them with their bottles of milk.

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

Children are happy and settled in the childminders care. They move smoothly between the childminders provision and their home, because the childminder has a caring approach and responds to their individual emotional needs. This can be seen as children smile when they arrive at the childminders house and happily go into her arms during handovers with parents. Babies bring favourite soft toys from home, which provides them with a sense of security as they carry them around during their play. Children are well behaved and cooperate during activities because they are fully included. For example, the childminder sits babies on her lap to read stories so all children can see the pictures. She changes activities when children lose interest. For example, when babies indicate they want a soft blanket, she jokingly places it over the children's heads, initiating a game of hide and seek, which makes them laugh with enjoyment. Children develop a close bond with the childminder because she gives them lots of cuddles and reassurance and talks to them in a very positive way. They interact with the childminder and show interest in other children's play. The childminder encourages children to concentrate as she introduces resources that successfully capture their interest, for instance, soft hand puppets. However, she does not provide a wide range of resources to extend babies sensory experiences.

The childminder provides children with homemade food and snacks that promote their good health. She knows what babies like to eat and prepares a wide variety of dishes that provides them with a well-balanced and nutritious diet. Children have access to a good range of indoor resources that promote their exploration and learning. The childminder makes toys easily accessible for children to reach in a well-organised and welcoming playroom. Consequently, children are motivated in their play and are beginning to develop good independence skills by choosing what they want to do. The childminder currently takes children to local parks to use outdoor resources, because her garden is temporarily

out of use due to refurbishment. She joins in children's play during these outings and helps them use resources such as a swing, roundabout and slide.

The childminder stays close to babies to ensure they are safe at all times without restricting their exploration. She responds quickly to prevent accidents, for example, when babies attempt movements that are beyond their capabilities and talks aloud so they begin to learn about their own safety. Children's individual needs are well met. The childminder helps babies to begin to develop a positive sense of identity, by encouraging them to look at photographs of themselves and pointing and touching their own features, such as their noses. However, apart from one or two books, there are limited resources available to promote children's awareness of similarities and differences between themselves and others.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare and shares her safeguarding policies with parents before she starts caring for their children. The premises are safe and secure. The childminder uses risk assessments in her home and on outings. She constantly reappraises both the environment and activities to which children are exposed and makes necessary adjustments to secure their safety at all times. For example, she does not currently allow children to use the garden, as it is temporarily unsafe; she moves the cat's bowls out of children's reach and makes sure babies cannot access small resources, which they might put in their mouths. Children actively explore the environment because the childminder supervises them well at all times to maintain their safety.

Since registration, the childminder has shared ideas with other childminders. This has helped her to develop confidence in successfully understanding and meeting the requirements of the Statutory framework of the Early Years Foundation Stage. For example, she competently completes records of children's progress, so they include enough information for parents, whilst allowing her to spend as much time as possible joining in children's play. The childminder has all necessary policies and procedures in place and ensures they are effectively implemented in everyday practice. There are effective systems in place for monitoring and revising the activities to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. The childminder regularly refers to learning and development guidance and uses a tracking system provided by the local authority, to monitor children's progress towards the early learning goals. She also uses a daily diary so that parents know what their children are achieving. The childminder makes good use of self-evaluation processes to identify the strengths and weaknesses of the provision and make continuous improvement. Since registration, she has reorganised the dining room and playroom, so that age appropriate resources are more easily accessible to children. The childminder drives improvement by identifying future plans. For example, she wants to make the garden safe and provide more outdoor resources to enhance children's physical

development and the opportunities for them to play outdoors.

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	EY465892
Local authority	Surrey
Inspection number	931921
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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