

Inspection date

Previous inspection date

16/09/2014

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 make good developmental progress because the childminder knows them well and dedicates her time to promoting their learning through a wide range of activities and outings.
- Children develop good communication skills because the childminder values what they say and builds their vocabulary by giving them choices and talking to them in a positive way.
- The childminder forms close relationships with children and gives them lots of reassurance to meet their emotional needs.
- Children's individual needs are well met because the childminder works closely with parents to provide a unified approach to children's care and learning.

It is not yet outstanding because

- The childminder has not fully established partnerships with other early years settings that children attend to further promote continuity in children's care and learning.
- The childminder does not always provide a broad range of resources to promote children's understanding of the world and about how things work.

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 children engaged in indoor and outdoor activities in the childminder's 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.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2014 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her adult nephew in Epsom, Surrey. The childminder has two pet dogs. Her home is within walking distance of a number of parks, schools, a mainline railway station and the town centre. All areas of the home are used for childminding, except for one of the bedrooms. There is a ground floor toilet and an enclosed garden for outdoor play. There are six children under eight years on roll, of whom three are in the early years age range.

What the setting needs to do to improve further

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

- strengthen on-going communication with other early years provision that children attend to promote continuity in each child's care and learning
- provide a wider range of resources to promote children's understanding of how things work to help them understand more about the world.

Inspection judgements

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

The childminder provides children with a wide range of activities and experiences that successfully extends their learning and development and motivates them during their play. For example, she takes them on outings to a nature reserve and to a garden centre where they buy tomato plants which they plant, water and eat for lunch when ready. Children are provided with physical challenge as they climb on a large wooden pirate ship at the garden centre.

The childminder focuses on promoting children's learning and makes good use of observation and assessment to help her to plan and support each child to reach expected levels of development. Consequently, children make good progress and develop the skills they need for their future.

Children's individual needs are well met. The childminder is very aware of how children feel and responds to their changing emotional needs in a patient and caring way. She joins in children's play sensitively, fits in with their ideas and responds with interest to what they say and do. Children make marks in shaving foam and sand and concentrate well and persist at activities they enjoy. For example, they like helping to make sandwiches and increase their hand-and-eye co-ordination as they use safe knives the

childminder has obtained for this purpose. Children showed great enthusiasm as the childminder helped them find their favourite resources, such as cars, which they used to race across the floor. Children played imaginatively as they use pretend tools to repair a wheeled car in the garden. However, there are fewer resources available for children to use to learn how things work to increase their understanding of the world around them.

Children talk with the childminder in an animated way and widen their vocabulary as they remember and discuss past activities. For example, they talked about their visit to a farm where they held baby chicks and bottle fed lambs and goats. The childminder constantly responds to children's enthusiasm to be outdoors. She opens the doors so children can play in her back garden and regularly takes them to a park where they use magnifying glasses to collect bugs and explore their features. They develop their co-ordination as they climb on tractors and jump off bales of hay during regular visits to a local children's farm. The childminder provides babies with lots of opportunity to move around freely on the floor. Consequently, they actively explore the play area and pull themselves up to standing using the furniture, helping them gain physical strength in their movements.

The childminder strives to involve parents in their children's care and learning. She talks to parents to share information about any changes in children's individual needs and discusses expectations in managing children's behaviour and personal care. Consequently, they agree ways to help children move forward in their learning.

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

Children are well behaved and co-operative, and are starting to learn how to manage their feelings when they are asked to share the toys. They are very kind to other younger children and aware of their needs. Children develop good self-confidence because the childminder takes them to toddler groups where they take part in group story times and singing activities. They now separate easily during these outings and develop independence during their play because of the good relationship they have with the childminder. She stays close to children during these outings so they feel secure and can return to her for help when needed, reinforcing their feelings of security. Children enjoy playing with sand in the childminder's garden and show a strong exploratory approach as they discover how to bury objects and make the cars stand up on end.

Children's good health is well promoted. The childminder works closely with parents to meet children's individual dietary needs and provide healthy food they enjoy. She reminds children to eat slowly to prevent the risk of choking. The childminder provides children with good support to manage their personal needs. For example with using the toilet. She provides lots of opportunity for children to play outdoors which benefits their good health. Children have access to a good range of indoor and outdoor play equipment. The childminder rotates the resources and makes sure they are relevant to children's interests. For example, she makes art and craft resources available in the garden. Children enjoy making cosy dens with blankets and cushions on garden swing seat, which inspires them to choose and look at books in the den.

Children have good opportunities to learn about their own safety. The childminder talks to them about road safety and makes sure they learn how to handle her friendly dogs in an appropriate and kind way. The childminder has a good knowledge and understanding of how to include all children in activities and values their individual identity. She has started to plan activities related to different cultural festivals to promote children's awareness of differences in society. For example, Badger day, Harvest festival, World food day and Diwali. Children move smoothly between the childminder's provision and other early years settings because the childminder successfully meets their emotional needs.

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

The childminder understands the requirement to inform Ofsted if there are any changes to her on-going suitability or the suitability of any household members. She has a good knowledge of child protection procedures and knows what action to take if she is concerned about a child. The childminder has completed a paediatric first-aid course which is fit for purpose and gives her the skills and knowledge needed in relation to the age of the children she currently looks after. The qualification includes first aid for babies. The childminder talks to parents about the consistency of food to ensure it is appropriate for children's age and stage of development. The childminder understands and meets the requirements of the Early Years Foundation Stage, including recent changes. Since registration, she has enrolled in a training course to complete an NVQ childcare qualification at level 3. She can clearly identify how she hopes the training will enhance her childminding practice and outcomes for children. The childminder monitors the success of activities and adapts her approach to meet children's individual needs. She uses learning and development guidance and children's individual interests to promote their learning and provide them with challenging activities than help them make good progress.

The premises is safe and secure, is fit for childminding purposes and suitable for the age of children being cared for. The childminder complies with health and safety and fire safety procedures and uses risk assessments effectively in practice to reduce hazards and maintain children's safety. For example, she makes sure that there is no water on the wood floors to prevent children slipping and washes the floors everyday to promote good hygiene practice.

Self-evaluation is good. The childminder uses questionnaires to seek parents' views about her care of their children. These include positive comments, such as 'the childminder has looked after our children really well and welcomed them into her home. The children are happy and well cared for which is invaluable to use as working parents'. The childminder informs parents about the range and type of activities their children are involved in, and seeks their permission for children to take part in outings. She has clear plans in place to drive continuous improvement and further enhance the quality of the provision. Partnership with parents is good. The childminder talks to parents everyday and shares information about children's individual needs. However, despite introducing herself to teachers in schools that children attend, the childminder has not shared the good information she has about priorities for children's learning. This reduces continuity in

children's care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY471762
Local authority	Surrey
Inspection number	957131
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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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