

Inspection date	17/11/2014
Previous inspection date	22/06/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder is very patient, kind and gentle and relationships between her and the children are incredibly strong.
- The childminder makes excellent use of observation and assessment to identify ways to move children on in their learning and involve them in this process. She plans an exciting range of home, outdoor, and community-based activities to challenge, inspire and motivate children. They make excellent progress and are being comprehensively well prepared for school.
- The childminder's extremely well-established and strong partnership with parents ensures their child's welfare, learning and development is consistently supported to a very high level.
- The childminder consistently evaluates the outcomes for children to identify and target priorities for improvement in her practice.

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's play and learning and involved the childminder in the process.
- The inspector discussed the childminder's practice with her.
- The inspector sampled a range of the childminder's documentation, including children's assessment records and those relating to safeguarding and welfare.
- The inspector sought and took full account of the views of both parents of children on roll.

Inspector

Amanda Tyson

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband and adult son in Surbiton, Surrey, within the borough of Kingston Upon Thames. The premises are situated near to the A3 and within walking distance of public transport, parks and schools. The childminder uses the ground floor of her home and enclosed garden for all activities. She takes children on outings within the local and wider community. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group, both of whom attend full time.

What the setting needs to do to improve further

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

- build on existing excellent practice by utilising the garden more to engage children in science-based experiments to enhance their understanding of the world.

Inspection judgements

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

Children thoroughly enjoy playing and learning with the childminder. She tracks and plans for their progress very carefully using very well established observation and assessment techniques and processes. Children's progress towards the early learning goals is very well documented in photographs for children and in writing for parents. Children love looking through their photographic learning journey where they highlight 'this was when I couldn't walk' and 'I was really messy when I was eating, but now I'm not'. The childminder uses these discussions to involve children in identifying some of their own next steps for learning.

The childminder has an excellent range of resources to support children's progress in all areas. She is exceptionally skilful in the way that she interacts with children to challenge their critical-thinking skills. For example, on the day of inspection, children were making detailed pretend birthday cakes out of play dough which they then put in the make-believe oven. The children had moulded the dough to produce a flat shape with a vertical piece sticking out the top which they announced were 'candles'. When the children placed their cakes in the oven the childminder gasped in pretend shock because 'the candles are made of wax and so will melt'. This encouraged the children to think and extend their understanding.

The childminder asks children challenging open questions to encourage them to speak beyond saying 'yes' or 'no'. They then proceed to describe what they are painting or

making. The childminder skilfully judges when to step in and out of children's play to provide them with a balance of adult support and time to develop their own play and ideas. As a result children show exceptionally high levels of creativity and ability to engage in self-initiated play and learning. The childminder provides resources that children can use in many different ways, such as large sheets of fabric and coloured freezer bag clips. On the day of inspection, for example, a child used the fabric to cover two vertically placed packets of nappies to represent a horse which they pretended to gallop away on. Later the fabric represented a princess' wedding dress. In addition, one minute freezer bag clips were being transported around in a shopping bag, the next they were either being sorted in colour type or opened and connected to represent an aeroplane. This reflects the children's abilities to use their imaginations particularly well as they play. They are also able to extend their learning exceedingly well because they are able to direct and lead their own activities.

The childminder is highly skilled in her use of observation to identify children's particular abilities, interests and gaps in learning. She seeks to plan activities or find resources to use to support children's progress and to further challenge them. For example, children sort mini fruits into five equal parts of a pretend pie according to colour, type and quantity using large tweezers to pick them up. The childminder skilfully encourages children's progress in speech and language and mathematics within make-believe play. She teaches children how to hold pencils by modelling this herself and by helping them develop hand skills through the comprehensive use of other resources, such as play dough, pegs, tweezers and paintbrushes. Although not yet aged three, children recognise their names, are able to link many letters to sounds and are enthusiastic about learning to write their name. The childminder keeps her supply of books very well supplemented. Children enjoy listening to her read to them and are keen to tell parents about new books the childminder has introduced to them.

The childminder helps children develop a comprehensive knowledge and understanding of the world by providing them with play equipment that works and by planning activities that bring learning to life. For example, children use a cash till with a working swipe card and calculation function as part of shop play. They visit fruit picking and animal farms, museums and different types of shops. Children use magnifiers to look closely at small creatures, such as spiders on a web, grow their own fruit and vegetables and experiment with sand and water in the childminder's garden. Nonetheless, there is still scope for the childminder to further extend planning for science-based outdoor activities, to enhance children's understanding of how things work in the world around them.

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

The childminder places a very high priority on identifying and supporting children's personal, social and emotional needs. She recognises that children need to feel secure in order to feel confident to socialise and communicate with others, and for some children this takes longer. The childminder plans a targeted approach for children. For example, shy children first learn to mix with individual children, then three or four children through play dates with other childminders and their minded children. Children are then introduced

to large community group activities. As a result, children thrive as they become confident, develop excellent personal and social skills, which prepares them particularly well for school. Parents say that after a weekend at home, children show high levels of excitement on a Monday morning knowing they will see the childminder.

Children develop a very strong interest in the outdoors, for eating healthily and managing their own safety as a result of their experiences with the childminder. Girls, for example, develop the confidence to climb trees because the childminder talks them through the process of finding suitable foot holes and using their arms to steady themselves. The childminder teaches children animal safety rules when they visit parks and farms and road safety when they walk to shops. The childminder practises the fire evacuation procedure with children so they know how best to react if the smoke alarm goes off. She shows them how to use knives and scissors safely to enable them to gain important skills for the future. Children love searching for small creatures in the garden and splashing around in muddy puddles just like their favourite television pig characters do. The childminder involves children in growing and picking their own fruit and vegetables and preparing and making their own foods. For example, they cut their own fruit at snack time. She sits and eats with children encouraging them to engage in sociable conversation and use cutlery properly. Even the fussiest and most reluctant of eaters are becoming interested in eating.

The childminder uses books extremely well to deliver moral messages, such as about sharing and taking turns, and is consistently calm and gentle in the way she manages the onset of occasional squabbles. The childminder plans meticulously for helping children achieve the milestone of toilet training by involving children in getting the potty ready and obtaining fun story books related to potty training.

The enthusiasm and interest children show in their play and learning within the childminder's home is inspiring. Their make-believe play is highly developed. Imagination is a very valuable transferable skill for later life. These children, who are very much independent learners, are therefore extremely well prepared for school.

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

The childminder is highly experienced in caring for other people's children in her own home. She has a comprehensive understanding of the requirements of the Early Years Foundation Stage and how to apply these within a home-based setting. The childminder implements robust and very effective operational policies and procedures to safeguard and promote children's welfare through effective use of risk assessment and self-evaluation. For example, she has formed a small childminding support group so that they can provide parents with a cover arrangement if one of them is unable to work. They also go on outings together in pairs so that there is always an additional adult on hand to ensure children's safety. The childminder updates her safeguarding training every three years and has clear and extremely rigorous procedures in place for acting on concerns about children's welfare. These are regularly reviewed following any changes in childcare regulation. The childminder maintains comprehensively detailed records about children's

well-being, learning and development, and to clarify parental wishes. This enables her to meet children's needs to an outstanding level.

The childminder has attended a wealth of training in the last two years to successfully improve her practice. Much of this training has been focussed on observation, assessment and planning. The childminder has used what she has learned to implement highly effective processes for assessing children's starting points on entry, tracking and planning for their progress. She has formats in place for completing summative reports on children, including the progress check for two-year-old children and for their move to school. The way that she involves children in these processes is inspiring. The childminder has also attended some practical workshops, for example to better understand issues around diversity and inclusion, for involving parents in children's learning and for supporting children's creativity. The childminder's practice in these areas is now her key strength. For example, the childminder provides parents with a detailed written and photographic description of how and what children have learned during the week. They plan together for supporting children through toilet training, to improve eating habits and progress with their speech and language. The childminder has clear plans in place for extending her excellent partnership with parents to any external agencies, such as schools and speech and language therapists involved with children in the future. Parents describe the childminder as outstanding. They praise her skills in modelling and teaching children positive behaviour, and for helping children overcome particular difficulties through a carefully planned approach. They are immensely impressed with children's progress, particularly in relation to communication and language and mathematical skills.

The childminder demonstrates an especially strong capacity to sustain high quality practice. She is particularly interested in speech and language development and hopes to undertake specialist training for supporting children in this area of development. The childminder continues to search early years publications and consult with her childminding support group for innovative activity ideas and resources to support children in all areas of 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	132120
Local authority	Kingston upon Thames
Inspection number	842906
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/06/2010
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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