

Inspection date

Previous inspection date

22/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has effective strategies in place to ease children's transition to other settings.
- Children are developing a good understanding of managing their behaviour and feelings as result of consistent effective age appropriate methods implemented by the childminder.
- Children feel safe and develop very secure attachments to both the childminder and her co childminder through sensitive settling in systems implemented each day.
- Children are developing skills in being creative and thinking critically as a result of the childminder planning experiences that follow children's ideas.

It is not yet good because

- The planning and assessment system do not clearly identify or reflect the children's individual starting points, achievements and their learning styles in all areas of learning.
- There are no systems in place to share information on how parents can extend children's learning at home.
- The systems for self-evaluation and the monitoring of children's progress in all areas of learning are not embedded in 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 inspection time with the childminder observing her and the children she was caring for. This took place in the childminder's home in the front play room. I also viewed the co-childminders premises.
- The inspector sampled children's information records, development records and attendance records.
- Ongoing discussion with the childminder took place throughout the visit. Safeguarding was discussed with the childminder
- The inspector gathered parents' views through discussion with the childminder and a letter left by one parent.

Inspector

Jacqueline Walter

Full Report

Information about the setting

The childminder registered in 2010. She lives with her two children aged 11 and 15 years. They live in Ewell, which is in Epsom, in Surrey and are close to shops, parks and transportation links. The childminder works with a co-childminder who lives next door and

she is registered to provide care in either of their settings. In the childminder's home the bathroom and toilet on the first floor and the whole of the ground floor is available for childminding. With the exception of the loft room, all areas of the co-childminders home is also available for childminding purposes. Both settings have rear gardens available for outdoor play.

The childminder is currently caring for four children on a part time basis. Of these, three are in the early years age range. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the planning and assessment system to clearly identify the children's individual starting points, achievements in all areas of learning and their learning needs and use this information to plan challenging experiences in all areas of learning

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

- develop further the systems to evaluate and improve the quality of the provision, with particular attention to monitoring children's development in all areas of learning and taking into account of parent's views and opinions.
- develop opportunities to share information on how children's learning can be extended at home.

Inspection judgements

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

The childminder has friendly, very caring relationships with children and supports their learning suitably overall. She interacts very well with children, through actively being down at their level and participating in their activities. As a result, they enjoy their activities and develop positive attitudes to learning. The childminder has good knowledge of promoting learning in all the seven areas of learning. She encourages children's communication and language well. She makes good use of open-ended questions and by ensuring they take turns and have time to think and focus. As a result, the more able children show confidence and are beginning to ask questions. She extends their learning by encouraging

children to think creatively and make suggestions in order to solve their queries. Children enjoy visiting the local woods collecting leaves and twigs, as well as observing animals such as squirrels. This effectively supports their understanding of the natural world. She supports children's imagination well. She helps them to use props such as chairs to create an imaginary aeroplane and engages them in talking about their experiences of travel.

The childminder also effectively supports children in creating and thinking critically. She plans linked experiences that follow ideas that children are thinking about. For example, when they read books about caterpillars and enjoy counting the food that it eats, she provides worksheets for them to colour in that reflect the numbers they have been discussing.

Overall, the childminder uses information from assessment appropriately to plan children's individual development and ensure readiness for school. As a result, they make suitable progress in some areas of learning. However, the childminder does not clearly identify starting points in all areas of learning. In addition, observations of children's learning do not clearly identify achievements in all areas of learning or consistently reflect children's individual learning styles.

Through discussion the childminder demonstrates appropriate understanding of the required two-year progress check. Parents and other settings that children attend are involved well overall in the children's learning. For example, the childminder regularly shares her observations on children's development with parents through discussion and the sharing of the children's observation notes. However, at present there are no systems in place to extend and support children's learning with their parents at home. She finds out what children are learning about in their other settings and successfully supports this by providing additional activities. For example, children are able to enjoy an Indian curry for their dinner when learning about India.

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

Children are developing secure emotions and feel very safe with the childminder. They show good confidence and settle well. Children demonstrate a sense of belonging and are familiar with routines. They are developing good independence and are confident in making their wants and needs known. The childminder takes care to ensure she obtains information from parents about their likes, dislikes, and routines. This means that she effectively meets children's individual needs. For example, the childminder sensitively supports children that need little naps. She uses comfort toys brought from home and a cosy cuddle before placing them in their buggy to sleep. As a result, children feel they are safe, special and valued.

Children are developing an appropriate understanding of safety. For example, they practice road safety on outings with the childminder. The childminder also discusses and explains the dangers they encounter as they play. For example, the reasons why they need to sit still when using a high chair. Children are developing good self-care skills. For instance, they know they need to wash the germs from their hands before eating.

They are developing good knowledge about healthy eating as they help to grow and then sample vegetables from the childminder's garden. They are also able to make choices from healthy selections of fresh fruit and sample different foods such as watermelons and salami. As a result, children know that some food such as fruit is good for them and helps them to grow up strong. Children are developing understanding of healthy lifestyles with opportunities to access the garden daily, as well as having regular walks in the woods and visits to the local park. The childminder provides a wide range of stimulating resources and activities in all areas of learning. For example, they enjoy using glow-sticks instead of sparklers when celebrating Bonfire Night. This in turn promotes their knowledge of safety as well as valuing cultural celebrations and events.

Children are effectively encouraged to develop habits and behaviour appropriate to good learners, meeting their own needs and those of others. The childminder is a good role model and encourages good manners, such as saying 'please' and 'thank you'. Because of the good consistent methods implemented by the childminder, children are also learning to take turns and share. For example, she offers lots of praise and encouragement. She also, when required, agrees action plans with parents to deal sensitively with inappropriate behaviour.

The childminder effectively helps children to prepare for transition to other settings. For example, they are able to enjoy a visit to meet their teacher and see their classroom, with the childminder and parents. They also become familiar with schools and nurseries they are going to. This is because the childminder shares a prospectus on the setting and children accompany her to regularly collect other children from school.

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

The childminder demonstrates an appropriate commitment to evaluating and improving her provision. She welcomes and implements advice from fellow childminders and staff from a local children's centre. For example, she has obtained a finger puppet and free ICT resources from the local authority. This has successfully encouraged children to focus their learning when engaged in action rhymes and further develop their understanding of technology. The childminder and her co-childminder have completed a self-evaluation form, which identifies some of her strengths. However, she has yet to identify any areas for improvement or action plans. She takes account of children's ideas and views and provides specific activities that reflect their interests and ideas. For example, children coloured in rainbow pictures and observed a real rainbow as a result of a child's particular interest. However, the childminder has yet to fully explore how she can improve the quality through parent's views and ideas. She works closely with her co-childminder having regular weekly meetings and effectively implements improvements to the learning environment. For example, she has purchased larger equipment such as tables and chairs to meet the older children's physical needs.

The childminder has an appropriate understanding of the responsibilities in meeting the learning and development requirements. However, there are some weaknesses in the

assessment, planning and monitoring of children's development in some of the areas of learning. Her knowledge of the safeguarding and welfare requirements is good and she promotes children's physical safety well. She is familiar with procedures to follow should she be concerned about a child in her care. The childminder completes daily checks on her premises. She also records written risk assessments on both her and her co-childminders setting as well as all her outings and trips. As a result, children are very safe.

The childminder has good, strong partnerships with parents overall. She shares information on the setting effectively through parents accessing written copies of the policies in a specially created file. This ensures they are clear about both their and the childminder's role and responsibilities. She regularly shares information about children's routines, activities and development through daily discussions and a diary for younger children. Parents also have regular access to the children's individual scrapbooks that consist of photographs. Partnerships with parents are valued and are effective. For example, they are involved in settling the children in. They highly recommend the childminder, stating that she and her co-childminder provide a wonderful provision and their children enjoy the different settings used. Through discussion, she demonstrates she has established effective links with the local authority support worker. This in turn, narrows any gaps when supporting children with special educational needs and/or disabilities.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY409968
Local authority	Surrey
Inspection number	725020
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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 that are usually their 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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