

Inspection date	11/09/2013
Previous inspection date	08/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides a broad and balanced range of enjoyable activities that stimulate children's interest and engages them in purposeful play.
- The childminder develops children's communication and language skills very well.
- Children settle quickly and are happy in the childminder's care.
- The childminder works positively with parents, creating supportive relationships to provide consistent and continuous approaches for the individual children in her care.

It is not yet outstanding because

- The childminder has not considered all ways to help support children in making independent choices of resources they wish to use.
- The indoor area has fewer opportunities for children to learn about textures and natural resources.

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 activities indoors and outdoors.
- The inspector had discussions with the childminder and spoke with the children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two young children in Kingston-upon-Thames. They live close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding, with facilities for sleeping upstairs. There is a garden for outdoor play. The childminder keeps fish as pets. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll and of these, two 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:

- provide further support for children in making and expressing choices of toys, for example through using pictures representing available options
- provide a wide range of materials, resources and sensory experiences to enable children to explore texture.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop and as a result, they are making good progress. She provides a broad and balanced range of enjoyable activities that stimulate children's interest and engages them in purposeful play. The childminder interacts very well to support, encourage and extend children's skills. This results in children building good skills to support their future development and readiness beyond the childminder's care. The childminder provides activities and experiences, which are tailored to each child's individual needs and cover all areas of their development. She monitors children's development effectively through observation and highlighting the child's next steps. Parents are effectively involved in their children's learning and are able to access their child's development records regularly. The childminder has a good understanding of how she will complete progress checks for children who are two-years-old when she is required to.

The childminder develops children's communication and language skills very well. She responds to young children early communication sounds and signals, acknowledging what they have to say is important. She uses open-ended questions and encourages children to think and respond in their own words. She listens and repeats children's sentences back to them using correct word formation to reinforce their understanding. The childminder talks with children as they tap the metal slide, making a drumming sound. She asks questions such as, 'what sound will it make if you tap the side of slide, will it be louder or softer?' Children have good opportunities to develop their technology skills. For example, they play with cause and effect toys enabling them to understand how different things work. The children take part in activities to develop their creativity. For example, they play musical instruments and enjoy using the role-play resources.

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

Children are confident and independent learners in the childminder's home owing to the strong bond that they have developed with their childminder. They enjoy frequent cuddles, encouragement and lots of praise that gives them a strong sense of well-being and self-esteem. The childminder uses a gradual settling-in period when children first start in her care and she uses this time to get to know parents and children well. As a result, children settle quickly and are happy in her care. Children are taken to places of interest such as the local library and museum where they learn about their local community. They have regular trips to parks and play areas, which helps children develop their social skills by helping them learn to take turns and to share with other children. This also supports children's emotional well-being, helping prepare them to move confidently onto other early years settings.

Overall, resources are good quality and plentiful. Toys and resources are positioned for children to easily reach, however they are not organised effectively to help children in their selection of toys. In addition to this, the majority of the resources are plastic, resulting in children having limited opportunities to explore different textures. Children have a positive introduction to being healthy and keeping safe. They enjoy healthy meals provided by the childminder. Menus include many fruit and vegetables and children have access to drinks throughout the day. They follow positive personal hygiene routines that help to reduce the risk of the spread of germs, for example, washing their hands before meals and after playing outside.

Children enjoy being physically active. Children are able to play in childminder's secure back garden and enjoy regular visits to the local parks to help develop their physical skills and to teach them the importance of exercise. Children learn to follow safe practices that keep them safe from potential hazards. On walks, they learn to cross the road safely, and be aware of cars and other dangers. They understand the potential risks of a fire in the home, and learn what they should do in an emergency. This is because the childminder ensures that they take part in the regular fire drills. Children's behaviour is good and they receive lots of praise and encouragement for their efforts and achievements, which supports their emotional well-being and confidence. She uses methods, such as distraction, talking with children and making sure that children are aware of routines, which helps them feel secure.

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

Arrangements for safeguarding children are good because the childminder has a clear understanding about her role in keeping children safe. The childminder is secure in her knowledge of the welfare and safeguarding requirements. She clearly knows the procedures to follow in the event of a concern about a child in her care. All of her policies including safeguarding are shared with parents so that they understand the procedures she must follow. Effective written risk assessments cover the home, garden and any outings that she takes children on. Children are able to explore and use suitable fixed apparatus while being appropriately supervised. The inspection took place following the childminder's notification to Ofsted about an accident a child sustained while in her care

and while using outdoor play equipment. The inspection found that the childminder was fully aware of her responsibilities and took all necessary steps to supervise children and carried out full risk assessments prior to the children using the equipment. She sought appropriate treatment, informed parents and the relevant authorities immediately. The childminder carried out a full review of her risk assessments. She continues to carefully assess all potential risks and hazards to make sure that risks are minimised or eliminated.

The childminder has a secure understanding of the learning and development requirements. There are good systems in place to assess children's learning and development. The childminder ensures that activities are a challenging learning experience for all children. The childminder has a clear understanding of her strengths and any areas that she wants to develop further. For example, she is keen to attend further training to help her to build on her already good understanding of how children learn through play. She regularly consults with parents, enabling them to have the opportunity to give their views on her service and make any suggestions for improvements. The recommendations raised at the last inspection have been fully implemented. For example, the childminder has effective procedures in place to help children to learn about good hygiene and self-help skills at snack and meal times.

The childminder works positively with parents, creating supportive relationships to provide consistent and continuous approaches for the individual children in her care. The childminder is well aware of the value of effective partnership working with other professionals. She has processes in place to discuss any concerns with parents that she might have about a child's development. This means that the childminder and parents can work together to seek professional advice and help to meet children's needs. The childminder fully understands the importance of working together with other early years settings that the children attend. For example, she regularly speaks to key staff and gathers information about the activities the children are taking part in. As a result of this shared information, continuity of care and learning is fostered.

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	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 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 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	EY442144
Local authority	Kingston upon Thames
Inspection number	930743
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	08/01/2013
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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