

Inspection date

Previous inspection date

27/09/2012

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

- Excellent communication systems enable parents to have good information about their children's progress and the management of the childminding provision.
- Children feel safe and secure with the childminder. She provides a caring and stimulating environment where children have familiar routines and are building good relationships.
- The childminder effectively implements comprehensive policies and procedures which promote children's well-being.
- The childminder has a good understanding of the learning and development requirements. She effectively assesses children's achievements and uses this information to plan for their individual learning needs. As a result children make good progress.

It is not yet outstanding because

- The childminder is not yet fully exploring children's current interests to encourage their participation in art and design activities.

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 observed the children participating in activities and interacting with the childminder
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; self-evaluation and communication with parents.
- The inspector observed the daily routine and practice and discussed the organisation and managing of the childminding service with the childminder.
- The inspector discussed risk assessment with the childminder and inspected the premises.
- Parents' views were taken into account through a letter.

Inspector

Denys Rasmussen

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three young children in Banstead, Surrey. The whole of the house is used for childminding. The main areas for play are the ground floor. There is a fully enclosed garden for outside play. The

childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 11 children on roll on a part-time basis and of these, four children are in the early years age group.

What the setting needs to do to improve further

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

- lead art and design sessions based on children's current interests, such as cars and wheels.

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 the learning and development requirements. She measures her sensitive observations of the children against current publications to accurately assess their progress. This helps her to understand where the children are presently in their development and what she plans to do to secure their future learning. She works very closely with parents to understand the children's starting points and to agree the children's next steps. The child's 'learning journey' journal is well presented for parent's information. Children are fully involved in the process and proudly decide what they want displayed in their journal. Children are becoming more confident. For example, they are becoming familiar with the pet dog and learning social skills when playing with other children. The childminder supports children's recall skills and speech when she encourages them to talk about their recent trips by looking at a slide show during lunch. They learn about the world when digging for slugs and snails and make bark rubbings, noticing patterns in the environment. The childminder's home displays posters that spark children's imagination and support them to make links in their learning. For example, a child points to a poster of the human body and notices body parts which they then find on their own body. The children are encouraged to be proud of their achievements and spend time showing the childminder what they have made at pre-school. The childminder engages them in conversation and asks them questions to make them think.

The childminder knows the children well and understands what interests them. She generally uses this interest to extend their learning. For example, she makes sure the vehicles are available to a child on arrival because they are excited about wheels. This supports their emotional well-being. They count the wheels, spot other vehicles when outdoors and match their colours. However, the childminder has not as yet used children's interests to encourage them to participate in art and design activities. For example, using wheels to make patterns with paint. Children are supported to engage with technology when they master the remote control car and know how to make the fire engine travel. Children learn to tidy up before they go out and have access to water at all times. This

supports their independence. The children enjoy going on a nature trail. Their knowledge of wildlife and literacy skills is promoted when they look for things and answer questions, recording this as they travel around the nature trail. Children's imagination is supported well through play props. They act out their own experiences and play cooperatively. For example, they line up the chairs ready to go on a journey to a theme park. They use mathematical language such as 'behind' and 'in front' and act out their imaginary trip. The childminder supports children's love of books by reading stories that interest them. For example, a story about cars. A child counts the cars in the book and notices which are smaller and bigger. Children enjoy being with the childminder and respond well to her caring and positive interaction. As a result they make good progress and are supported well to develop the necessary skills for the next stage in their learning.

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

The childminder provides a safe, secure and stimulating environment where children have familiar routines that meet their individual needs well. Children's well-being is given high priority. The childminder's sensitive settling in process and detailed information sharing with parents and other settings enables a smooth transition into her care. The childminder's warm and caring interaction promote the children's emotional well-being. The realistic house rules, such as being kind to each other and speaking nicely to each other, supports the children to behave well and play well together. The childminder helps the children to learn about their own safety when they practise fire evacuation and listen to a story about the dangers of fire.

Children are encouraged to wash their hands and are provided with a clean towel. This coupled with the childminder's comprehensive sick children policy reduces the spread of infections. Children know they need to throw away dirty tissues to prevent the spread of germs. They are encouraged to have a healthy and active lifestyle. They are offered nutritious meals and snacks and the childminder talks to them about what they are eating to support their understanding of what's good for them. Activities such as making a healthy pizza and eating it for tea encourage healthy eating.

All children have the opportunity to play with all the toys which reflect positive images of children and people from different cultures and with different abilities. Children are offered food from around the world and celebrate special festivals which help them to embrace differences and to learn about their own cultural heritage. Children are confident and motivated to play with the activities and play resources offered. Exercise and fresh air is an important part of the daily routine. Children make regular use of the garden and visit local woodlands and parks regularly to explore and exercise. They enjoy games, such as the parachute game, which promote their physical development and spark their enthusiasm for cooperative play.

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

The childminder is well organised and has ensured she is up-to-date with the revised Early Years Foundation Stage framework. She is improving her provision well. She sets challenging targets for improvement and is planning to include parental questionnaires as part of her self-evaluation system. She discusses practice with other childminders and gains ideas to improve her own practice. For example, she now uses a website for parents to easily gain daily information about their child's progress and her childminding service. She added a new policy to her portfolio when a child suffered the loss of a pet. This made her more aware of how she can support children in the future who suffer loss in their lives. She is an enthusiastic and motivated childminder who plans to gain a childcare qualification, demonstrating her strong drive for improvement.

The childminder has a good understanding of how to safeguard children and promote their welfare. All the required records are well maintained and she effectively implements a comprehensive range of policies and procedures to promote children's well-being. She has a clear understanding of the procedures to follow if concerned about a child's welfare and all documentation is available to refer to. Effective risk assessments, which include individual child risk assessments, clearly demonstrate the childminder's good understanding of how to protect the children.

The childminder has effective partnerships with parents and others settings that children attend. This helps to ensure that children receive the support they need. The childminder's informative website supplements her written documentation and is available to parents at any time. This informs parents of her policies and procedures, their children's progress, what they did today and any other relevant information to support good communication. She shares information with other settings to support the children through discussion and a contact book. She uses this information to extend activities and support the children's learning. Parents are very happy. They comment that they are 'grateful' that the childminder looks after their children 'so well' and that their children 'can't wait to see her.' They report that the childminder is 'so natural with the children'. And that their children are 'totally at ease'.

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
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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	EY443133
Local authority	Surrey
Inspection number	784874
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4

Number of children on roll	11
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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