

Inspection date

Previous inspection date

16/04/2013

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 are settled, happy and relaxed in the welcoming and friendly environment.
- The childminder recognises the children as individuals and makes sure she effectively meets their specific needs.
- Children are making good progress in their learning because the childminder plans an interesting and stimulating environment where children can play and explore.
- Children's communication skills are developing well due to the questioning the childminder uses all the time.
- The childminder takes children on daily outings into the community where they learn first hand about the world around them and local community.

It is not yet outstanding because

- The childminder does not extend children's learning and development as well in the garden environment as she does indoors.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two young children in New Maldon, in the Royal Borough of Kingston upon Thames. The childminder's home is close to shops, parks and transport links. All areas of the ground floor of the premises and an enclosed outside area are used for childminding purposes.

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 both of whom are in the early years age range and attend on a part-time basis. The childminder offers care each weekday from 8am to 6pm full year.

What the setting needs to do to improve further

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

- consider ways to further enhance children's learning in the garden environment, for example, by providing additional resources for children to explore.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements and how children learn and develop. As a result, children are making good progress in their learning. The childminder completes regular written observations of children's progress. She encourages parents to provide information about their child's starting points for learning at the beginning of the settling-in process. This enables her to clearly identify children's achievements; their next steps, and if there are any gaps in their learning. The childminder then uses this information to effectively inform her planning of activities. Parents are encouraged to be involved and extend their child's learning at home. The childminder also invites them to make comments on the assessments of their children's learning to support consistency and continuity of care. The childminder makes good use of photographs and children's artwork to illustrate her observations and to share information with parents. This is evident from children's learning folders. The childminder is aware of the requirement to complete the progress check for children when they are aged between two and three years to monitor their development.

The childminder plans enjoyable activities to develop different skills and extend children's

learning. She organises her day well to help ensure that she can devote her time to each of the children. She manages the difference in ages well, so that they all receive her individual attention and gain one-to-one learning experiences. Children take part in a broad range of stimulating and challenging activities. They enjoy a good variety of outings, which help children learn about the wider world and community. They visit local farms to observe animals and visit local shops. While acknowledging Chinese New Year celebrations the children walked around their local environment to observe the bright and beautiful decorations.

The children have ample opportunities to develop their interest and skills in using programmable toys and resources to promote their understanding of technology. Children enjoy taking part in activities that promote their expressive arts and design skills. For example, they create and draw designs on dens made from cardboard boxes. They also learn how to handle different tools when they use rolling pins, knives and shape cutters with the play dough. The childminder supports children's learning during play by encouraging counting during activities, for example when playing hide and seek. This develops children's mathematics skills as they play. The childminder promotes children's communication and language, as well as their literacy skills well. She frequently takes them to the library to attend weekly story time sessions. Children are also able to help themselves to books, which are stored well at their level for easy access.

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

The childminder's home is warm, friendly and welcoming. Children have ample space to move around freely. As a result, they are building secure and positive relationships with the childminder and her family. The childminder provides a well-resourced environment that covers the seven areas of learning and fully supports children's learning and development. The childminder organises toys and equipment well in low-level labelled storage units. This allows children to dictate their own play and develop a sense of independence as they choose what to play with. The equipment available is suitable for the ages, stages and development of the children in attendance. The childminder provides a safe, stimulating and comfortable environment, which reflects children's backgrounds and the wider community. They have access to a wide variety of resources that include books, dolls and play people of various races and disabilities. This helps children to learn about diversity and equality. These measures also help children to feel included and promote a sense of belonging. The childminder has a good understanding of positive age-appropriate strategies for managing children's behaviour. As result children's behaviour is good.

Children's physical skills are developing well as they have access to the garden, weather permitting, and visit local parks. At these times children access a suitable range of equipment such as slides, swings, tunnels, balls and bicycles. However, the garden area is not as good a reflection of the indoor learning environment, to optimise children's learning while outdoors. The childminder provides an effective range of adult-led and child-initiated

activities. Children enjoy weekly visits to local playgroups and drop-in sessions, which provide them with opportunities to interact with others. The childminder develops children's understanding of healthy living and the effects it has on their bodies. During meal times the childminder talks to the children about what they are eating, to help them learn about healthy eating and their physical needs. The childminder provides children with good opportunities to begin to learn about their own safety. For example, she carries out evacuation practices and talks to them about what to do in the event of a fire. This develops their understanding of what to do in an emergency. These routines provide them with useful life skills and prepare them for when they move on to school or other early years settings.

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

The childminder has a very good understanding of her responsibilities to safeguard and promote children's welfare. She is aware of the safeguarding procedures to follow if she becomes concerned about a child's welfare. The childminder protects children further because all adults living in the home have been vetted to check their suitability. The childminder has a good understanding of how to keep children safe and completes written risk assessments. This allows her to minimise hazards to children, both indoors and outside. As a result, the environment is safe and children can enjoy their learning and explore with confidence. The childminder has implemented a wide range of policies and procedures that are in line with current requirements. She shares policies and procedures with parents, which keeps them informed about her childminding practice.

The childminder has recently begun childminding and is developing positive relationships with parents. She keeps parents updated about their children's day and overall development through daily discussions, daily diaries, learning folders and review reports. Diaries include information about meals, nappy changes, sleep, what they have done and what that they have enjoyed. The review report provides parents with a summary of their children's development and includes details of their next steps for learning. This helps to ensure that parents keep informed about their children's achievements and how they can contribute to this at home.

The childminder has developed effective relationships with other providers delivering the Early Years Foundation Stage to support progression and the continuity of children's care and learning. She demonstrates a secure understanding of the learning and development requirements. This is evident in her practice with the children and they are interested and involved in the activities and opportunities she provides. The childminder is establishing appropriate systems to evaluate her practice. Since registration, she has completed training to develop her knowledge and practise. This demonstrates a commitment to driving improvement in the outcomes for children.

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 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	EY451490
Local authority	Kingston upon Thames
Inspection number	889015
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

