

Inspection date

Previous inspection date

19/05/2014

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 thrive in the calm and caring environment created by the childminder, which effectively supports their physical and emotional well-being.
- Teaching is good because the childminder uses effective strategies such as demonstrating and encouraging children's learning through play.
- The childminder monitors children's progress effectively from their starting points and plans a good range of interesting and fun activities to support their ongoing development.
- Partnership with parents is good, which makes a strong contribution towards the childminder effectively meeting the children's individual needs.

It is not yet outstanding because

- The childminder has not fully developed a system to communicate with other early years settings that the children attend, in order to provide continuity in their learning and development.

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 inside the childminders home and in outdoor play.
- The inspector spoke with the childminder about children's activities and their progress at appropriate times during the inspection.
- The inspector sampled children's development records, the planning of activities and a range of safeguarding procedures.
- The inspector took into account the views of parents through the information provided by the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their young daughter in a three-bedroom house situated in Worcester Park, Surrey. Children have access to all the rooms on the ground floor and the bathroom on the first floor. The property is close to local schools, parks, amenities and public transport links. The childminder walks to local schools and nearby facilities, such as play areas, parks and 'stay and play' groups. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has a childcare qualification at level 3. There are currently six children on roll in the early years age group that attend on a part-time basis. The childminder provides care from Monday to Friday, all year round, except public holidays. Her normal hours of operation are 7am to 7pm but she will consider working outside these hours to suit parents' requirements.

What the setting needs to do to improve further

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

- enhance the system for communicating with other early years settings that children attend, to further support continuity in their learning.

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 of the Early Years Foundation Stage. As a result, activities and experiences provided for children are wide and varied. They cover the seven areas of learning and meet children's individual needs and interests. The childminder makes frequent observations of the children and effectively uses what she records, together with information gathered from parents, to assess their starting points, needs, interests and progress. For example, she takes younger children to groups to socialise with others. Therefore, children develop skills in playing alongside others and explore new situations. In addition, she sets out play items such as dolls and buggies that she knows the children enjoy playing with. This helps children to settle quickly into their surroundings while playing with toys that capture their interests. The childminder illustrates children's developmental records with photographs and evidence of their next stages of learning. She shares these records with the parents to keep them fully involved in their children's learning. This shared approach to children's learning and development contributes to the good progress children make and demonstrates a continuity of learning between home and the provision. The childminder has not yet had the need to implement the required progress check for two-year-old children. However, she understands her responsibility to complete this review and share relevant information with parents about their children's learning and development.

Teaching is good because the childminder understands how to promote children's learning and development through play. The childminder takes part in young children's play and provides good levels of support. She engages them in many worthwhile conversations as they play. For example, she uses language to describe what children are doing by providing a running commentary. She offers children choices such as what dolly would you like to play with. When the childminder suggests that dolly might be hungry and 'what can we give her to eat,' this challenges children to think as they excitedly seek out plates and cups to feed dolly. This supports young children's communication, language and critical thinking skills well. The childminder reads stories to build children's vocabulary, encouraging children to join in and name characters or objects within the storyline. She encourages children to push buttons on interactive books developing their knowledge of technology. The childminder encourages children to persist and try new ideas. For example, children independently choose to play with jigsaw puzzles. They concentrate as they try to fit the correct piece into each hole, but become a little frustrated when some will not fit. The childminder gently shows and reminds them to 'turn the pieces around'. Children show delight in their effort, as they complete the puzzle and smile at the childminder at their achievements. Therefore, they gain confidence and use the emotional security from the childminder to become independent learners. Consequently, they are well prepared for their next stage of learning.

A range of expressive arts activities, such as music, dance and play with malleable materials is available for children to explore. This provides children with plentiful opportunities to express themselves and develop their physical abilities to handle tools. They paint, draw, and play with dough using cutters to make different shapes. They enjoy planting a range of vegetables and fruits such as radishes and strawberries. They discuss with the childminder how some vegetables grow under the ground and other may ripen on branches. The childminder takes children to the park to feed ducks. She uses this opportunity to introduce to children the danger of deep water and the need to keep themselves and others safe by listening to and following instruction; therefore, developing their understanding of safety. Children are showing good levels of concentration and interest in all that they do. Consequently, they are acquiring the skills they need to move on successfully in their learning and eventually to school.

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

The childminder builds strong, effective relationships with parents. She gathers information from them about their children's individual home routines, care needs and respects this well. This means that children settle quickly and feel secure in the childminders care. Children form close attachments to the childminder, as they respond well to her warm and patient approach. This means that they are happy and demonstrate a good sense of belonging. Consequently, this gives them the confidence and security to explore the safe, learning environment the childminder provides.

Children freely select from the good range of resources on offer. They are able to find what they wish to play with, as the majority of the toys are stored in low-level cupboards

or in attractive containers. This helps children to easily identify and make choices about what they want to play with. The childminder is very aware of children's favourite toys and she sets these out ready for their arrival, which helps them to settle quickly into their day and develop their own play. Children behave well because the childminder helps them to understand the consequences of their behaviour. For example, she explains that they must walk and not run, when pushing the dolly in a buggy. Children are actively included in all routines. For example, the childminder gives them clear directions about how to help tidy up and they readily participate in this task, understanding why they need to tidy away before starting a different activity.

Children learn about healthy lifestyles because the childminder promotes healthy eating, by providing regular drinks, access to fresh air and encouraging physical exercise. Snacks and meals are healthy and nutritious and the childminder works closely with parents to meet children's individual dietary requirements, medical needs or preferences. The childminder supports children well in developing their self-care skills. For example, the childminder shows them how to apply sun cream to keep themselves safe in hot weather. Children have daily access to outdoor play because the childminder takes them to visit the park. The children have opportunities to play in large open spaces and use playground equipment such as swings and slides to promote their physical development. Children enjoy playing in the garden and become intrigued as they chase bubbles and pop them with their fingers. These activities support children's developing physical skills and confidence to participate in new experiences, and build on their sense of self-awareness and self-esteem.

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

The childminder has a good understanding of her responsibilities to safeguard and promote children's welfare. Following safeguarding training, the childminder has a secure understanding of child protection issues and what action she would take should she have any concerns about a child in her care. Effective risk assessments are in place to ensure the children's safety around the home, garden and on outings. Consequently, this helps to minimise any potential risks to children. The childminder maintains all aspects of her paperwork very well, which includes the recording of accidents and incidents to help safeguard children.

The childminder has a good overview of the educational programmes through monitoring of practice, to ensure children make good progress towards the early learning goals. Assessments are consistent and display an accurate understanding of children's individual skills, abilities and progress. As a result, she supports children's individual needs well to help ensure they reach their expected level of development. The childminder has completed childcare training and she is committed to ongoing professional development, which results in positive outcomes for children.

Parents access a wide variety of information and complete appropriate records regarding their children. Information shared with parents keeps them fully informed of the service on

offer. The childminder actively seeks the views of children by asking questions on activities provided. Children then place a happy or sad faces to indicate their response. In addition, she seeks the views of parents via questionnaires. The childminder listens to and implements parents and children's views to improve the overall practice. Parents report that they are very happy with the care and learning provided for their children. They feel that their children are safe in the care of the childminder and that she provides children with lots of interesting and exciting activities. The childminder understands the importance of developing links with other provisions and professionals to ensure a coordinated service. However, the childminder has not fully developed relationships with other early years settings that the children attend. This does not fully support consistency in children's learning and development.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY468543
Local authority	Sutton
Inspection number	940966
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	12
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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