

Inspection date	22/11/2012
Previous inspection date	23/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Children feel safe and develop very secure attachments to the childminder through sensitive settling in systems implemented each day.
- The childminder works well with other settings that children attend which effectively supports their learning.
- The childminder completes daily checks on her premises as well as written risk assessments on all outings and both her and her co-childminders setting. As a result, children are very safe.
- Children are developing good confidence, communication and language skills.

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 needs in all areas of learning.
- There are no systems in place to share information with parents on how children's learning can be extended at home.
- The systems for self-evaluation and monitoring of children's progress in all areas of learning is not yet 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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the co-childminders home in the front play room. The inspector also viewed the childminders own premises.
- Children's information records, development records and attendance records were sampled.
- Ongoing discussion with the childminder took place throughout the visit.
- Parents' views were gathered 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 husband and two school-aged children. 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 is registered to provide care in either of their houses. With the exception of the loft room,

all areas of her home are available for childminding. In the co-childminders setting the bathroom on the first floor and the lounge and play room on the ground floor is available for childminding purposes. Both settings have rear gardens available for outdoor play.

The childminder is currently caring for three children in the early years age range on a part time basis. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family have a dog and rabbits as family pets.

What the setting needs to do to improve further

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

- develop the planning and assessment system to clearly identify the children's individual starting points, achievements in all areas of learning and their learning needs. 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 very caring, friendly relationships with children and supports their learning suitably overall. She is good at promoting positive attitudes to learning and interacts very well with children through actively being down at their level and participating in their activities. She encourages children's speech with use of open-ended questions and gives children time to think and answer. For example, she encourages more able to children to refrain from giving answers, allowing younger ones time to think and reply. She notices where children's interest lay and is quick to support and extend their learning. For instance, children read a story and start to notice where different animals live. The childminder encourages this interest by quickly finding another activity that

extends this learning. As a result, children are motivated and further develop their understanding of the world. The childminder has a sound knowledge of promoting learning. Children enjoy visiting the local woods collecting leaves and twigs, which they then use to create exciting collages such as spooky woods. The childminder supports children's imagination through helping them to use props such as chairs to create an imaginary aeroplane and by engaging them in talking about their experiences of air travel.

Children are developing good communication and language skills. The childminder introduces new words and encourages them to talk about people that are familiar to them. Their speech is also supported through encouraging them to recite songs they link with activities they do and enjoy.

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 their learning. However, the childminder does not clearly identify children's starting points and observations of children's learning do not clearly identify achievements in all areas of learning or consistently identify children's individual learning styles. This means the childminder's planning does not always reflect children's individual interests to fully motivate them in their learning.

Through discussion, the childminder demonstrates appropriate understanding of the required two-year-old progress check. Parents and other settings that children attend are involved well overall in the children's learning. The childminder finds out what children are learning about in their other settings and successfully offers opportunities to consolidate and develop this through providing additional resources. For example, when children are learning about St George, she provides resources such as a castle and displays posters using pictures and words for them to use when engaging in imaginative play. Parents verbally share information on what their children enjoy doing. However, there are no systems to extend and support children's learning at home.

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 in her co-childminders home as well as her own. They show confidence and a security with the childminder and her co-childminder when in either setting because of their key childminder spending the first part of each day with them in her setting settling them in. As a result, they are familiar with routines such as meal times and are also forming positive relationships with other children. The childminder takes care to ensure she obtains information from parents about their likes, dislikes, and routines and shares this effectively with her co-childminder. This means that both she and the co-childminder effectively meet children's individual needs. For example, children that need little naps settle quickly in the co-childminder's setting. The childminder gives many cuddles, which children respond to happily. As a result, children feel they are special and valued and are confident in participating in activities.

Children are effectively encouraged to develop habits and behaviour appropriate to good

learners, their own needs and those of others. The childminder is a good role model and encourages good manners. The childminder is consistent in managing behaviour in a positive way. For example, she talks to the children; she explains that they need to take turns and why.

Children are developing an appropriate understanding of safety. For example, they practise road safety on outings as the childminder talks about the Green Cross Code. They also practise regular fire drills. They are developing good self-care skills and knowledge about healthy eating. For example, they help grow and then sample vegetables from the childminder's garden and enjoy shopping trips where they can help buy the healthy food they eat. As a result, they know that some food such as fruit is good for them and it helps them grow up strong. Children are encouraged to develop healthy lifestyles with opportunities to use the garden daily as well as having regular walks and visits to local parks. The childminder provides a wide range of stimulating resources and activities in all areas of learning. For example, the regular outings to a childminder's club at a Sure Start centre help children to develop positive relationships with others.

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 will go to, by helping to collect other children who already attend the provision.

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

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.

She demonstrates an appropriate commitment to improving her service. She welcomes and implements advice from fellow childminders and staff from a local children's centre. For example, because of their advice she has obtained a finger puppet and free resources, such as a Sonic Boom, from her local authority. This has successfully encouraged children to focus when learning action rhymes and further develop their understanding of technology. The childminder has completed a self-evaluation form, which identifies some of her strengths. However, she has not used this to identify any areas for improvement. She takes account of children's ideas and views and provides specific activities that reflect their interests and ideas. However, she 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 meetings to discuss and implement improvements to the learning environment to meet children's needs. For example, the playrooms in both settings have been reorganised to aid children's access to resources.

The childminders 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 as well as written risk assessments on the outings as well as both her and her co-childminders setting. As a result, children are very safe.

She has good strong relationships with parents and other agencies overall. Through discussion, she demonstrates she has established effective links with local authority support workers, which in turn narrow any gaps and support children with special educational needs and/or disabilities. 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 childminders 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, parents welcome advice from the childminder on potty training. They highly recommend the childminder stating that she and her co-childminder provide a wonderful provision and their children enjoy the different settings used.

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	EY410494
Local authority	Surrey
Inspection number	831854
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	23/11/2010
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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