

Inspection date	24/01/2013
Previous inspection date	16/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 feel safe and secure with the childminder who provides a warm and friendly environment.
- The childminder develops strong working relationships with parents to help support and extend children's learning and development.
- The childminder has a good awareness of how children learn which helps them make good progress from their starting points when joining the setting.

It is not yet outstanding because

- The childminder does not always use daily routines to encourage children to practise their independence skills.
- The childminder does not always encourage children to use a wide variety of writing resources, particularly in the outdoor area.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled records and documentation relating to children's progress and development and the safeguarding and welfare requirements.
- The inspector looked at children's observation and assessment records.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Horley, Surrey. Children have access to the lounge, kitchen and bathroom. Children have daily opportunities for outdoor play in the large secure garden and at local parks. The childminder takes children to other child-based activities in the community. There are five children currently on roll, all of whom are in the early years age group and attend on a part-time basis.

What the setting needs to do to improve further

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

- provide further literacy opportunities outside, so that children practise their emerging skills, by including materials for writing during role play and other activities and through drawing attention to marks, signs and symbols in the environment, including talking about what they represent
- support children's developing independence skills specifically during snack times, for example by allowing children to choose and serve their own food.

Inspection judgements

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

The childminder's home is very welcoming with a good range of toys. Children are making good progress in their learning and development. This is because the childminder seeks information from parents regarding children's starting points and then builds on these. The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. The learning environment is well organised to enable children to follow their own interests independently.

Children develop confidence and the childminder enables them to take part in a wide range of activities and play experiences inside the home. They are able to make choices and develop a good sense of belonging as they move around freely and with increasing confidence. Children thoroughly enjoy lots of art and craft activities. They have great fun as they experiment with vibrant resources, creating colourful collages. Children use a range of role play items, such as a cooker and play food, to develop their imagination.

Children's early language skills are fully supported through the childminder's ability to model correct language and vocabulary. This helps children to develop their confidence in imitating words and sounds. The childminder constantly talks with children during their play activities and care routines, enhancing their developing language and mathematical skills. For example, she uses good language skills to describe their pictures and when asking children to identify shapes. This encourages children to think and respond in different situations.

However, the childminder does not always make the most of opportunities to encourage children to use a wide variety of writing resources, particularly in the outdoor area.

Children explore the natural environment with visits to the local farms. The childminder has a bird box in the garden with an installed video camera. This excellent resource is used to support children in becoming aware of their natural surroundings and increasing their knowledge about local wildlife. Children excitedly watch and learn about the birds' routines, habitats and finally watching the birth of the baby birds. The childminder videoed this magical event and children enjoy watching it regularly.

Children are acquiring a range of skills and attitudes that support their progress to the next stage of learning. Planning is adapted to respond to children's individual interests and developmental needs, determined by discussions with parents. Good quality observation and assessment information is also used effectively to guide and enhance children's continuing development.

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

The childminder establishes close relationships with children, enabling them to thrive and feel settled and comfortable to explore the environment. This enables them to play happily and cooperatively with each other and they feel included and supported in all the activities.

Children enjoy a wide choice of activities and join in enthusiastically, having fun as they explore, both independently and with others. They show a lot of interest in the activities and the childminder supports them fully to make independent choices about what to do. Younger children are motivated and confident. They readily select the toys they wish to use with a purpose and reason. They approach visitors to show them their toys and engage them in their play. Children's physical skills are supported well. They have many opportunities to use a range of physical play equipment both in the garden and during visits to local parks.

Children are encouraged to develop healthy lifestyles, with a good focus on outdoor activities and play. Children enjoy a range of fresh fruit choices for their snacks. However, these are readily given to children and this limits their choices and independence skills. The childminder uses positive techniques to manage behaviour, including lots of praise and encouragement. As a result, children have a willingness to participate, learn and develop good habits for the future. Children are praised and encouraged by the childminder which helps them become secure and settled and develops a sense of belonging.

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

The childminder is very conscious of her duty to protect children in her care at all times and she is aware of the procedures she should follow if she has any safeguarding concerns. She gives high priority to providing a safe environment for children through

robust risk assessments, constant monitoring and close, age-appropriate supervision of children to promote their safety. Appropriate guidance and up-to-date legislation are at hand should there be any concerns regarding any child's well-being.

Strong, trusting relationships are formed between the childminder and parents. They contribute their thoughts and opinions to her self-evaluation through verbal communication, which enables her to quickly address any issues that may arise. Clear discussions are held with parents, before children attend, to ascertain children's achieved and developing milestones. This enables the childminder to plan effectively for children's continued learning from the outset of care. Parents comment very positively about the care the childminder provides. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good and this promotes continuity in children's care.

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She has a good understanding of how to monitor children's progress and this demonstrates her skill at ensuring the whole curriculum is covered.

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	507325
Local authority	Surrey
Inspection number	814309
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/01/2009
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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