

Inspection date	19/02/2013
Previous inspection date	24/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 happy and secure in the childminder's care because she meets their needs effectively.
- The childminder encourages children and extends their learning well.
- The childminder provides good quality resources that help children make good progress in their learning.
- Partnerships with parents are strong and contribute well to children's progress.

It is not yet outstanding because

- The childminder does not make books readily available to children for most of the day, to encourage a love of books.
- Younger children use fewer natural resources to stimulate their senses.

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 children during the inspection, both in the childminder's home and garden.
- The inspector observed the childminder's practice and talked to her about her practice.
- The inspector reviewed documents presented by childminder and sampled policies and records, including children's development records.
- The inspector considered parents' views; although they were not available for interview, they provided comments in writing for the inspection.

Inspector

Carol Willett

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her partner and two children. They live in a house in Egham, Surrey, close to shops, parks, schools and public transport links. Children play on the ground floor and only go upstairs for sleeping. There is an enclosed garden for outside play. The childminder is registered on the Early Year Register and the

compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The childminder collects children from the local school and attends local toddler activity groups with the children.

What the setting needs to do to improve further

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

- extend the programme for literacy by encouraging children to browse through books, including fiction, factual and home made books, in order to instil a love of books ready for when they start school
- encourage younger children's exploratory play as well as possible by providing a wide range of natural resources, that stimulate their senses.

Inspection judgements

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

Children make good progress in all areas of learning as they receive very supportive attention from the childminder. The childminder organises her time well so children have a well balanced variety of free-play and adult-led activities and outings. She is calm, patient and caring and she is skilled at encouraging children to make choices in their play. She realises this will help children to become independent learners and develop their own ideas ready for the next learning stages. She joins in well with children's play to extend their learning and language skills. Children enjoy their time with her and are interested to learn.

The childminder has developed good methods of assessing children's learning. She makes regular observations of children during play, which she links to the areas of learning. She effectively uses a national guidance document to plan activities for each child's learning. The childminder develops good links with other early years settings that children attend so their learning is promoted in a consistent manner. They have a joint approach to encourage parents to share children's learning at home.

The childminder has good childminding skills. She ensures children enjoy a wide variety of toys, resources and activities, which develop their learning well. Her positive interaction enables children to make good progress and develop in independence so they are ready for to move on to nursery or school.

Children develop their physical skills, such as coordination as they enjoy the garden where they kick and throw balls, and use the slide. They happily play peek-a-boo in the play house and use sand in the tray, playing imaginative games. Children's listening skills develop well as they hear the aeroplanes and are encouraged to stop and watch them in the sky. The childminder increases their understanding of the world as she talks about which countries they may be going to on.

The childminder develops children's language and communication skills further as they sing familiar songs and number rhymes. Children enjoy looking at books at the end of the day as a quiet activity before home time. She does not give children books to use at other times through the day in order to develop a love of books as well as possible. Children explore sand and water in the garden during better weather. They do not use a wide range of natural materials, to continually use their senses and learn through lots of exploration indoors. They use playdough, however, and the childminder encourages them feel, roll and pat it. They learn to use tools competently as they do so, such as rolling pins and cutters. This helps children develop their hand control skills well. The childminder encourages them to count the shapes they make, skilfully introducing counting in a way that is meaningful to the children. Children count items in the shopping basket too and talk about how much money is needed as they play shops with the childminder. Children mimic words used by adults during shopping trips as they act out real life experiences.

Children learn about their community through regular outings in the locally. They socialise with other children at children's groups and when they visit the library. They enjoy visits to parks to use larger play equipment. The childminder is planning to increase the range of physical play equipment available in her garden, so children can test their physical skills further when there.

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

The childminder promotes children's physical and emotional development very well.. She works closely with parents and offers flexible settling in sessions to meet the families' needs. She uses her observations and discussions with parents to identify and plan for children's needs right from the start. The childminder develops close relationships with the children so they separate confidently from their parents. Children show they feel safe as they enjoy hugs and cuddles. They settle well to sleep after lunch. They happily show their toys to visitors showing trust in adults in the childminder's home. Children play purposefully and behave well as the childminder provides a relaxing learning environment. The childminder has a positive approach to behaviour management using distraction well as she diverts children's attention with interesting toys. Children use good quality toys and equipment that cover all areas of learning generally well.

Children learn about healthy lifestyles as the childminder provides fruit and vegetables for snacks. The childminder works closely with parents to ensure children enjoy healthy lunches that their parents supply. The childminder has a good understanding of storing and reheating food appropriately. Children can freely access water in their drinking cups

as they learn to recognise their own body's needs. They play in the fresh air daily. They enjoy using the childminder's garden where they learn to throw and kick balls and climb and slide. Children go to local parks to use larger equipment to further develop their physical skills and exercise their bodies. The childminder has good hygiene routines so children play in a clean well-maintained family home. She follows good nappy changing procedures, which limits the risk of cross infection. Sensible hygiene routines develop children's understanding of good personal hygiene, as they wash their hands before they eat.

Children respond with confidence to the childminder's suggestion that they may like to play outside. They happily choose to play outside and the childminder encourages them to put on the own coats. The childminder supports children's independence well so they develop the skills they need to make the move to nursery. She supports parents well by attending settling in sessions with them when their children start nursery. This system helps parents and children become confident in the next learning stages. The childminder's praise and encouragement develops children's confidence and self-esteem. They develop the social skills they need as they regularly meet up and play with other children at toddler groups.

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

Children's safety is assured as the childminder has a good understanding of her responsibilities in safeguarding children. She has a clear awareness of what to do if she has concerns about any child in her care. All adults in the house are checked and all areas of her home and garden are secure and safe. The childminder supervises children well at all times. The childminder has a good knowledge and understanding of the welfare requirements and she efficiently maintains all required records. Parents are fully informed of the childminder's responsibilities because she provides a range of useful information about her practices and procedures.

The childminder is well organised. She carefully plans her time in order to give children the care and support they need. The childminder successfully evaluates her practice against the welfare and learning requirements to help ensure her continuing good practices. She has responded well to the recommendations made at the first inspection for evaluating her practices and improving risk assessment procedures. The childminder evaluates her practice effectively using feedback from parents and from observing the children. She also uses the Ofsted self-evaluation form, which shows a good awareness of her strengths and areas for her development. The childminder is keen to develop her provision further; she is undertaking a relevant qualification at level 3.

The childminder tracks children's learning and development effectively. She has a good understanding of how children learn and how to monitor children's progress, and ensures all areas of learning are covered.. She has successfully implemented the progress check for children aged two years, sharing the progress summery with parents.

The childminder builds strong, working relationships with parents based on good communications. She shares useful information about children's learning and development verbally and in both their daily diaries and 'learning journals'. The childminder works closely with parents to meet the specific needs of each child. Parents appreciate the childminder's flexibility as she collects the children from their home. They feel the childminder provides a welcoming environment where their children enjoy the interesting toys and activities she provides. The childminder develops close working links with the other early years settings children attend in order to provide a coherent approach to their learning.

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	EY428032
Local authority	Surrey
Inspection number	895638
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	24/01/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

