

Inspection date	04/03/2013
Previous inspection date	13/10/2009

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

- The childminder provides a caring and loving environment where children feel safe, settled and valued.
- Children's development is promoted well which provides a firm foundation for future learning.
- The childminder has a good idea of how to promote the health and safety of the children. She has a comprehensive risk assessment in place for her home and for outings.
- The childminder constantly thinks of ways to improve her practice and seeks out training to further her knowledge.

It is not yet outstanding because

- there are few opportunities for children to enjoy music, rhymes or songs to further promote children's learning in expressive arts and design 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 in the play room.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at the childminder's policies and procedures, children's records, her self-assessment and reports on the progress check at age two.

Inspector

Daphne Brown

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her husband and three children aged 16, 14 and 12 years in Redhill, Surrey. All of the childminder's house except one bedroom is used for childminding and there is a garden for outside play. The family has a cat. The childminder is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder speaks French and English.

What the setting needs to do to improve further

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

- provide further opportunities for children to enjoy music, rhymes or songs to enhance children's development in expressive arts and design.

Inspection judgements

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

The children benefit from a childminder who provides a warm, welcoming and loving environment. She has kept up-to-date with the requirements for the revised Early Years Foundation Stage Framework. This enables her to provide learning and development opportunities based on children's individual needs. The childminder has a good knowledge of the seven areas of learning and has reviewed all her paperwork to reflect the recent changes. The childminder makes purposeful observations of the children and promotes children's development across all areas. This helps children gain a firm foundation for future learning to be built upon. She ensures she gathers information about the children from the parents before the children start and then begins to build picture of their learning and development. The childminder has a good understanding of child development and this is reflected in the short observations she makes and the activities she provides to help support learning. For example as children begin to take their first steps she plays games and provides furniture for children to pull themselves up and help them balance, supporting their physical development. This also enables the childminder to identify any concerns she may have regarding a child's development. Through her monitoring of the children she has been able to complete the progress check for children aged two. She has also worked in partnership with another childminder to complete this check for a child who is cared for by them both. This shows the childminder understands the importance in working with other provisions to promote consistency of care.

The childminder constantly chats to the child and following the parent's instructions, speaks French as well as English. They enjoy looking at books together, pointing to the pictures and introducing the French and English words. This helps extend children's communication and language development and also helps children to begin to recognise and value all languages spoken. The childminder sings with children on occasion. However, there are no regular opportunities for children to enjoy music, rhymes or songs to further promote children's learning in expressive arts and design. The childminder and child enjoy a very close, loving and caring relationship. This helps the child feel secure and confident to join in and choose toys to play with. A low level table and chair allows the child to experiment with crayons, making marks on paper. The childminder offers support talking about the colours and suggests the yellow marks could be a 'sun'. This helps children begin to understand their marks can carry meaning, supporting early literacy skills. Children enjoy opportunities to promote learning through their senses with cooking activities. This also helps them master physical skills and co-ordination as they use spoons

to mix the ingredients.

The childminder has systems in place to promote working in partnership with parents and other provisions to support consistency of care. A daily diary is used alongside daily conversations with parents. This allows parents to see on a daily basis the activities the children have done and support their development at home.

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

Children enjoy warm relationships with the childminder. They look to her for emotional support and enjoy individual attention and cuddles. Young children settle extremely well into the setting because of the way the childminder works very closely with parents to understand the children's home routines. The childminder has changed her approach to managing behaviour for older children since her last inspection. Children are encouraged to think about making right choices and how their actions can affect other peoples' feelings. The childminder instinctively uses praise and encouragement to promote positive behaviour. For instance, she praises children each time they attempt to take steps independently.

The attention given to promoting children's healthy is good. The childminder gathers important information about each child's dietary needs and encourages children to have a positive attitude to eating healthily. At present she is introducing a new fruit each day for the children to try. She gives the children time to handle, describe the shape, smell and taste of the new fruit. This extends children's vocabulary. The childminder has identified her need to extend her knowledge on how she can use the outdoor environment more effectively to support children's learning and development. She makes sure the children have daily opportunities to go outside and visit local parks and go on walks in the local area. This creates important opportunities to widen children's experiences as they explore their community.

Good hygiene practices are evident in the childminder's home. Before and after lunch the childminder washes her own hands and helps young children to wash theirs. Children have their own towels for hand drying and the childminder ensures good hygienic procedures when changing nappies. Also as part of the childminder's risk assessment toys played with are cleaned weekly, especially as young children enjoy learning through active exploration. Other aspects of the childminder's risk assessment shows she has given particular attention to children's safety. For example, she talks with the children about road safety and how to keep themselves safe when outside. This supports their understanding of keeping themselves safe.

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

The childminder has a good understanding of her roles and responsibilities in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance,

she has updated her child protection policy and thorough risk assessments carried out on the premises contribute towards children's safety. She has also attended recent training in child protection and first aid which further enhances her knowledge on how to protect and keep children safe.

Comprehensive information is shared with parents so they are aware of the childminder's responsibilities. This is supported with daily written diaries and conversations to promote children's on-going learning and development whilst in her care and also at home. She has also given thought to how she organises her home and makes changes to its layout to meet children's changing needs.

The childminder reflects upon all aspects of her provision in order to plan for continuous improvement in the experiences she offers children. She has identified further training and successfully addressed most aspects from the last inspection. She is enthusiastic about her work and is proactive in keeping herself up-to-date with changes in legislation. This includes her understanding of how work in partnership with other early years providers as well as parents. For example, she keeps in regular contact with another childminder who also cares for a child she also minds. This supports continuity of care.

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	EY276430
Local authority	Surrey
Inspection number	814652
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	13/10/2009
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

