

Inspection date	26/03/2013
Previous inspection date	04/02/2011

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

- The childminder has a secure knowledge of how children learn and provides a broad variety of interesting and engaging activities.
- Children are able to access a wide range of good quality resources, which are stored appropriately to promote independence.
- The experienced childminder effectively settles children into the setting.
- Partnership working with parents is very good. The childminder shares a good range of relevant information with parents.

It is not yet outstanding because

- Ongoing communication between the childminder and other settings that children attend is not fully established, in order to ensure there is continuity in their learning.
- There is scope to improve children's opportunities to engage in activities relating to quantity, such as learning about 'more' and 'less' during their play.

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 children playing and looked at the areas of the premises used for childminding purposes.
- The inspector spoke to the childminder at suitable times throughout the inspection and spoke to the children present.
- The inspector looked at children's assessment information and the learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The childminder took account of the views of parents through reading their comments in recent questionnaires and thank you cards.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder was registered in 1992 . She lives with her husband and adult son in a house in Shepperton, Surrey, close to shops, parks, schools and public transport links. A designated play room, the kitchen, and living room on the ground floor of the childminder's home are used for childminding. Toilet facilities are accessible on the ground floor. There is access to an enclosed garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on role, five of which are in the early years age range. The childminder holds a level 3 childcare qualification. The childminder is able to collect children from the local school and attends several toddler groups on a regular basis. She makes use of community facilities such as parks and libraries. The family has a pet cat.

What the setting needs to do to improve further

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

- strengthen continuity in children's care and learning by sharing learning priorities with other early years provision that children also attend
- encourage the use of mathematical language, for example by using words such as 'more' or 'fewer' to compare two sets of objects.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and knows their current interests. She has high expectations of all children and undertakes an on-going accurate assessment of children's skills, knowledge and understanding. As a result children take part in a broad variety of interesting and engaging activities. Parents are kept up to date with their child's development and are actively involved in their child's learning both at the setting as well as at home. They are also actively encouraged to share new achievements at home. Consequently, the childminder uses this to help inform her planning for children's next steps. She clearly knows her children very well and successfully monitors their stage of development. This enables her to provide appropriate levels of challenge to individual children, resulting in all children making good progress in their development. Children are working very comfortably within the typical range of development expected for their age and their starting points. She has a clear understanding of how she will produce the two-year progress check and of the importance of sharing this document with the parents.

The childminder ensures children's learning is supported well by providing an environment in which children can easily access appropriate toys and other equipment. There are posters and photographs on display which help the childminder promote children's interests. The childminder has also home-made resources, such as family albums displaying photographs of the child's own family members and their pets. The childminder provides a good balance of adult-led and child-initiated activities. Consequently, children can take responsibility for their own learning. For example, they choose what they want to do, with the childminder intervening sensitively to support or extend their learning as necessary. The childminder models language well and asks open-ended questions to develop children's language. Children communicate confidently with the childminder as they engage in constructing the train track. Children demonstrate that they are critical thinkers as they solve the problem of how to build a bridge for the train to travel over. The childminder provides a good variety of resources and activities to support children's mathematical development. Children count and weigh ingredients as they bake, and match shapes while completing individual puzzles. However, there is scope to improve children's opportunities to engage in activities relating to quantity, such as learning about 'more' and 'less' during their play.

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

The experienced childminder effectively settles children into the setting. This means that they form secure and close bonds with her, positively supporting their emotional well-being. 'All about me' forms help the childminder to find out about each child's individual needs, such as their care routines, likes and dislikes. This enables her to ensure that children are happy, feel comfortable, safe and secure in their new surroundings. The childminder emphasises the importance of this during what can be a potentially anxious time for both children and their parents. Written comments from parents confirm their happiness with the well-organised settling arrangements. The childminder takes care to ensure that all children receive individual attention. Consequently, children develop good levels of confidence and self-esteem to help them move onto other settings.

Children show that they feel safe with the childminder as they readily approach her for help or to express their needs. The childminder effectively supports children to develop an understanding of boundaries and socialisation through her warm and gentle explanations and positive reinforcements. For example, if a child finds it hard to share a favourite toy they are gently supported in taking turns and are given lots of praise for doing so. The childminder ensures children are congratulated for a 'job well done'. For example, children love to celebrate by giving the childminder and their peers a 'high five' after they successfully work together to build the train track.

Children form healthy habits from an early age. The childminder provides a nutritious and well-balanced diet that incorporates a hot, freshly prepared meals and a good amount of fruit and vegetables. All age groups are actively encouraged to develop good self-care skills and learn about care practices from an early age. Toddlers actively cooperate with nappy changing and independently feed themselves. A footstep in the bathroom helps all

age groups independently wash their hands before eating; routines they are clearly familiar with. Children demonstrate great confidence with their physical skills as they use a wide variety of tools including rollers and scissors. Children clearly benefit from accessing a wide range of good quality toys and resources both inside and out in the garden. The resources cover all seven areas of learning and are attractively stored to encourage children to be independent. Visits to the park, groups and indoor play centres enable all age groups to benefit from exercise and fresh air, and experiment with more challenging equipment. This helps them to practise their existing physical skills and develop these further, which raises their self-esteem and confidence.

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

The childminder's understanding of her responsibilities of meeting the safeguarding requirements is good. The inspection took place following a visit by Ofsted to check that the childminder was meeting the legal requirements of the 'Statutory Framework for the Early Years Foundation Stage'. The inspection found that the childminder is fully aware of her responsibilities of ensuring children are protected from unsuitable persons. She demonstrates a thorough understanding of how to safeguard children's welfare and of the importance of notifying Ofsted of any significant changes or events. She attends regular refresher courses to further extend her knowledge of specific safeguarding issues. The childminder shares important information with parents so that they are fully aware of the procedures in place to protect their children.

The childminder shares a good range of relevant information with parents so that she meets children's individual needs successfully. She has a good understanding of her responsibilities in meeting the learning and development requirements. The childminder gathers a good understanding of each child through discussion with their parents, along with keeping detailed written details about their unique individuality. The childminder has recently started to use an 'on-line' system of sharing children's development records, which is proving to be very popular with the parents. Parents are extremely complimentary about the care their children receive and are delighted with the progress their children are making. Comments include, 'she provides excellent quality childcare that is flexible and meets my needs' and 'it's a happy house and my child is always pleased to be going to her'. While the childminder has secured good partnerships with parents, other partnerships are less secure. For example, she has not fully developed a secure link with other early years settings where children also attend. This means that continuity of the child's welfare, learning and development is not fully promoted.

The childminder effectively identifies areas to improve upon within her provision and prioritises areas to develop. For example by planning more activities to help children learn about healthy eating and to attend further training in order to make continual improvements. She has effective monitoring systems in place so that all children are progressing well. The childminder talks to parents and uses questionnaires to check they are happy with the care she is giving their child. The childminder shows very good commitment to continually improving and providing high quality childcare. She has

successfully completed a level 3 childcare qualification and is currently in the process of becoming a 'network' childminder. The childminder has successfully addressed the recommendations raised at the last inspection which has had a positive affect of the outcomes for children.

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	121229
Local authority	Surrey
Inspection number	907254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/02/2011
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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