

Inspection date	20/05/2013
Previous inspection date	09/12/2008

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 build positive relationships with the childminder and her colleague and benefit from lots of group activities and interaction which supports their personal, social and emotional development.
- The childminder develops strong working relationships with parents to help support and extend children's learning and development.
- Children enjoy activities that are planned according to their particular interests which enable them to make good progress in all areas of their learning.
- The childminder is highly motivated and strives to continuously improve her already good service to ensure she maintains high standards, for the children's benefit.

It is not yet outstanding because

- There are very few literacy opportunities in the outside area to support children's early reading skills.
- The system for working in partnership to share information with all other early years providers children attend is not fully established.

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 discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed children at play.
- The inspector sampled parents' views through feedback letters.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2012 and works with an assistant. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder operates from the family home in Merstham, Redhill with her husband, adult son and teenage child. Children have use of a large playroom, lounge, and a fully enclosed garden for outdoor play. The childminder takes children to other child-based activities within the community. There are currently twelve children on roll, eight of whom are in the early years age range 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 resources such as names, signs and posters in the outdoor environment to support children's early literacy
- extend arrangements for information sharing and partnership working with schools to support children's continuous progress in learning.

Inspection judgements

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

The childminder understands her responsibilities in meeting the learning and development requirements and has a good understanding of the Early Years Foundation Stage. She creates a 'home from home' setting where children are cared for in a welcoming environment. She provides a broad range of exciting and stimulating learning and play experiences, which inspire children to explore, investigate and have fun. As a result, children consistently demonstrate the characteristics of effective learning. Children feel very much at home. They are curious about the different play activities and eager to join in. They develop close relationships with each other and play happily, sometimes on their own and sometimes with others. Children benefit from the time and attention the childminder devotes to their care and learning, as she participates in the activities. She is very aware of children's individual needs and focuses her attention on catering for the needs of every child in the group. She spends her time with children helping to promote learning through their play. The childminder establishes what children can do when they first start through discussion with parents and completing the 'All about me' file. The childminder caters well for the children by planning activities around their ability and

interest, using information she gains through regularly observing them. She is energetic in her approach and children respond enthusiastically. Consequently children become active learners with an open attitude to new learning experiences.

Children's communication skills are encouraged and the childminder speaks to the children constantly about what they are doing. She repeats back to younger children what they have said or gently corrects their pronunciation by modelling words or phrases to help them build their confidence. The childminder supports children in learning the names of letters of the alphabet, and numbers, during play activities. She helps children to extend these skills, and this encourages children to think and to solve problems. Children use equipment such as paint, pens, pencils and chalks to develop their early writing skills. However, the provision of literacy resources in the outdoor space are limited. Although children make good progress this prevents those who prefer to learn outdoors from reaching their fullest potential when outside. The childminder offers a wide range of interesting activities to prepare children for the transition to school. For example, children learn simple life skills such as putting on their own coats and managing their buttons independently; Children go on frequent outings in the local community with the childminder. This helps them to develop the confidence they need when they are ready to transfer to new settings and school. The childminder is committed to building positive relationships with parents and engaging them in the daily progress of their children. Parents are informed about their children's progress through developmental records and discussions at the start and end of the day.

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

All children are welcomed into the setting where they are supported well by the childminder. They quickly settle and become confident in their daily routines. The childminder develops secure attachments with all the children, helping them to feel safe and valued in her care. She gives children's safety a very high priority as all areas of the home are regularly risk assessed. Children are aware of safety procedures through practising safety measures such as the fire evacuation procedures. The childminder encourages the children to learn how to keep themselves safe when using resources. She follows effective care and hygiene practices, especially with the younger children, to minimise the spread of infection. Children show that they fully understand all steps to take to support their health, for example, they independently wash their hands whenever they feel the need to.

The environment is stimulating and engaging. Children can be very independent as they have easy access to a good range of age appropriate toys and equipment. These include a variety of resources that positively reflect the diverse world. These resources help children to quickly gain an understanding of how people and families differ. Children play imaginatively in the outdoor 'home corner' with the kitchen set and toy foods. This helps them act out real life experiences, developing their confidence and self-awareness. The childminder interacts effectively with the children. She suggests different activities and offers help when required, for instance, when children are learning to catch and play

throwing games. They learn to take turns with the outdoor equipment and to respect the needs of others. As a result they develop good social skills and learn to play harmoniously with others. This helps to maintain a calm and happy atmosphere. Children thrive on the praise and encouragement they receive and they communicate their needs effectively because they are given the time and space to consolidate their thoughts and ideas. They approach visitors eagerly to show them their toys and engage them in their play. Children show lots of curiosity and listen to the childminder's clear explanations and instructions. The childminder is very supportive of children's independence, as she knows that this gives them valuable skills they need when they make the transition to pre-school and school.

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

The childminder demonstrates a good understanding of her responsibilities with regard to meeting the safeguarding, welfare, learning and development requirements. All areas of the premises, including the garden, are secure and children are well supervised. The childminder is aware of the action she should take if she had concerns about a minded child in her care. She plans and provides a range of exciting experiences for children that are suitable for their individual needs. The childminder has completed safeguarding training and is confident in her ability to identify any concerns. She has a good understanding of the Local Safeguarding Children Board procedures and has a secure system in place to monitor and refer any concerns she may have.

The childminder has a good understanding of how to monitor children's progress, and this demonstrates her skill at ensuring she covers the whole curriculum. The childminder keeps written records of children's play which show an accurate understanding of their development and reflect their good ongoing progress. Planning is adapted to respond to children's individual interests and developmental needs, determined by both discussions with parents and useful observations of children's play. She is fully aware of the two-year check and ensures her records of young children's individual achievements concentrate on the three prime areas which are relevant to this check. As a result, she is able to identify any gaps in children's achievements and plan well to close these gaps. The childminder is motivated and enthusiastic in her work. She has previously established some links with other Early Years providers. However, this is not routinely in place including for those that have just started school. This means there are fewer opportunities to share observations of children's development and work collaboratively towards common goals.

The childminder has strong relationships with parents and carers. She maintains good day to day communication through texting, internet links and verbal discussions. This ensures that children's changing needs are always accommodated. Parents comment on how their children enjoy the company of the childminder and say that she encourages their free-play and personal care. They benefit from the flexibility the childminder shows towards them and like the fun and homely setting she provides. The childminder completes a self-evaluation process with her assistant that clearly identifies both their strengths and areas

for development. The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting.

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	EY364491
Local authority	Surrey
Inspection number	838027
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	09/12/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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