

Inspection date	16/05/2013
Previous inspection date	25/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder works effectively with her assistant to meet children's individual care needs.
- The childminder understands and promotes the importance of children learning through play.
- Children benefit from having dedicated play areas which are child-friendly, where they can play uninterrupted.

It is not yet good because

- Some activities lack challenge which leads to weaknesses in the educational programmes.
- The childminder does not fully reflect on her provision, which limits her ability to identify improvements that will have an impact on outcomes for children.

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 the childminder with the children at play.
- The inspector examined a range of documentation.
- The inspector discussed children's progress with the childminder.

Inspector

Susan McCourt

Full Report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two school-aged children in Epsom, Surrey. All areas of the home are available for childminding use. There is a designated play room, kitchen-diner and secure garden for outdoor play on the ground floor. On the first floor are the bedrooms and bathroom. The home is situated within walking distance of The Mead Infant School and Cuddington Community Primary School, parks, local shops and direct bus routes to Epsom and Kingston. There are currently ten children under eight on roll who attend a variety of part-time hours. Of these, five children are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for all areas of learning by providing more challenging activities and extending children's learning further.

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

- develop the self-evaluation process further to make continuous improvements to the provision for children.

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop through play. Generally she organises a suitable range of activities that interest children and that cover all areas of learning. Overall, the childminder has a sound range of teaching skills. She helps children to solve problems by asking them questions which help them to think. For example, when putting cars in a transporter, she asks the children if they think it will fit, and whether the car is too tall or too long. As the children play, they too use mathematical language to describe how the cars fit and to compare one with the other. Children also count as they play. This demonstrates that children make suitable progress in their mathematical and problem-solving skills.

The children enjoy looking at books and regularly bring stories for the childminder to read to them. The childminder is skilled at maintaining children's interest by emphasising the

rhymes and word patterns in the books. She uses their interest in books to involve them in making one of their own. Children make pictures of hand prints and other painted worksheets which will go into a book which they can take home. As a result, children's literacy skills are fostered well from a young age.

The childminder supports children's self-directed play by asking them what they would like to do and helping them to find the equipment. For example, when children say they want to play with cars, she gets a road mat and several cars of different sizes for them to play with. However, such play is somewhat short-lived as the childminder does not extend the activity with other equipment, such as small-world play, for example. This limits the challenge for children, as they are not involved in thinking where the cars might be going or building a narrative in their play. As this lack of extension is a feature of most of the play that takes place, overall the educational programmes lack challenge.

The childminder keeps note of children's progress by using the guidance in Development Matters in the Early Years Foundation Stage. She connects her observations of children with the statements in the guidance and is beginning to track children's progress. As a result, she can see where children may have achievement gaps and works to address them by identifying children's next steps. As a result, children are making sound progress in their learning and development given their starting points and capabilities. Parents take home the child's folder frequently so are fully informed of the child's activities and progress.

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

The childminder provides children with warmth and reassurance. They separate confidently from their parents and clearly feel secure, giving the childminder and each other lots of cuddles as they play. The childminder knows the individual children's care needs very well and works closely with parents to stay up to date with changes in sleep routines for example. The childminder is very attentive to each child's disposition and quickly identifies when they might be getting tired or need a change of scene. This helps her to meet their needs effectively and keep children contented. The learning environment is a dedicated playroom where children can independently access a suitable range of toys and play equipment. The childminder also provides posters and a large chalkboard to create a child-friendly space. The childminder's garden has lots of space for ball games and a variety of challenging climbing equipment. Children also explore nature and identify the local bugs and wildlife.

Children develop a sound understanding of healthy lifestyles. They enjoy playing in the fresh air and talk about the parks and places they have visited. They join in with stretching and reaching up tall when story characters do, and enjoy action songs where they can jump or move like trains. This variety of physical activity helps children in their physical development. Children benefit from healthy eating and have a balanced diet. The childminder and assistant offer a healthy range of home cooked meals and snacks which children enjoy. The childminder has suitable hygiene routines which minimise the risk of cross infection. Children adopt sound habits as a result. The childminder gives clear simple

explanations about safety to children so that they can learn how to keep themselves safe. For example, she says that they need to pick up books so that they don't trip on them.

Children's behaviour is generally good. They have occasional disputes over turn taking and sharing and respond quickly to the childminder's calm intervention. As a result, children are learning to be cooperative. Children enjoy helping and are very polite when talking to each other, using 'please' and 'thank you' frequently. Children are careful of the younger ones, and readily give affectionate hugs to the babies. The childminder has clear rules, so children know what is expected of them. The assistant also provides consistent support for children's good behaviour. Overall, children gain the appropriate skills to take them to the next stage in their learning.

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

The childminder has addressed previous issues raised and made improvements. She keeps her attendance register up to date and has the required written information about each minded child. The childminder has completed a thorough risk assessment of her home, garden and regular outings and has minimised any identified hazards to children. This helps to keep children safe. The childminder has a suitable understanding of the safeguarding requirements and undertook additional training in child protection. She has a written policy and knows how to report any concerns she may have about the welfare of a child. The childminder's assistant has had the required suitability checks and at the time of inspection has no sole care of children. The childminder understands the requirements should this situation change. The childminder works closely with the assistant, and they work effectively together to meet children's needs. For example, by preparing the snacks and meals, the assistant frees up the childminder to focus on the children.

The childminder is very experienced and has attended a range of courses to update her professional knowledge and understanding. The childminder has a suitable understanding of her strengths and areas for improvement. She reflects on her work in terms of how the children are progressing, but does not fully evaluate her work or the provision as a whole. This means that her goals are somewhat limited, reducing the impact of improvements for children.

The childminder works closely with parents to make sure she is meeting children's needs. The childminder gives daily verbal feedback and also shares all her written notes frequently with parents. Parents value the childminder's care, saying she provides a 'home from home' and is always approachable. The childminder supports parents with advice and information about potty training. The childminder liaises with schools to pass on any information between the home and school, which helps to give children consistent care. She has a sound understanding of the importance of working in partnership with other agencies when the need arises.

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	EY297964
Local authority	Surrey
Inspection number	893428
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	25/06/2010
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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