

<b>Inspection date</b>	20/06/2013
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 offers a welcoming environment for the children. Her home is organised effectively so that children can easily access a good variety of play materials and resources.
- The childminder has formed good relationships with parents and keeps them informed of their child's time spent in her care.
- Children take part in a wide range of interesting activities and experiences according to their age, interests and needs.

### **It is not yet outstanding because**

- The childminder does not regularly seek the views of parents and children to help ensure that her practice continuously improves in order to achieve better 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 children taking part in activities.
- The inspector spoke to the childminder and the children.
- The inspector looked at children's records and other documentation.
- The inspector looked around the childminder's home.

## Inspector

Angela Ramsey

## Full Report

### Information about the setting

The childminder registered in 2004. She lives with her husband and their two children, in Claygate, Surrey. All the rooms on the ground floor are used for childminding purposes. One of the bedrooms on the first floor is also used. There is a secure garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group.

## What the setting needs to do to improve further

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

- gather the views of parents and children more regularly in order to support the identification of all possible priorities to inform plans for improvement.

## Inspection judgements

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

The childminder cares for children who receive their main education at school. Children make good progress because she provides a good balance of activities, which complement the school curriculum. The childminder gets to know children well and makes sure she has a good understanding of each child's starting points and needs. For example, she talks to parents before children start and works closely with their teachers. This ensures children receive all the support they require and supports them as they move onto the next stage in their learning. The childminder observes children's achievements and provides activities according to their interests. As a result, children enjoy their time spent in the childminder's care and are keen to take part in the activities she provides.

The childminder supports children's communication skills effectively she talks to them about their day and encourages them to join in conversations with each other. Each evening the children have a book to read from school. The children take it in turns to read story books and poetry to the childminder. Children confidently read words such as 'nocturnal' and are able to explain what the word means. If they come across a word that they are unfamiliar with the childminder encourages them to sound out the letters. As children read it sparks conversations about events such as past holidays.

Outdoor play is a firm favourite and the children's physical development is well supported. Children are able to jump and bounce on the trampoline. The children enjoy racing around the garden playing ball games such as football and rugby. Indoors, children are able to choose from a wide range of resources and activities in the play room. Here the resources are easily accessible and children are able to independently choose to build creations using construction toys. The childminder also organises trips to theme and safari parks. The children take their cameras where they take photographs of what interests them. This supports children awareness of the wider world while supporting their use of technological equipment.

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

Children are confident and settled in the childminder's care. They have good relationships with the childminder, who is warm and attentive to their needs. This effectively supports

their physical and emotional well-being. Children responds well to the childminder's calm and caring approach and their behaviour is good. She positively manages children behaviour, for example, by encouraging good manners and as a result, the children are extremely polite. They play happily together, cooperating and taking turns.

The childminder's home is welcoming and well organised. She makes sure precautions are in place so that children can play safely. Her risk assessments are used effectively to highlight any hazards and prompt action is taken where necessary. Children take part in regular fire drills so that everyone knows what to do in an emergency. This supports children's awareness of their own safety and that of others.

The childminder promotes children's health and well-being well. Children manage their own personal needs. On arriving at the childminder's home from school the children get changed out of their school uniforms. They benefit from the homemade meals and snacks prepared by the childminder. This enhances children's understanding of the need to adopt healthy lifestyles.

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

Children's welfare is effectively safeguarded. The childminder has a good understanding of her responsibilities towards the children in her care. She has attended a child protection course and knows what to do if she has concerns about a child. All the required paper work is well kept and promotes children's health safety and well-being. Although the childminder views improvements as important, she does not regularly seek feedback from parents and children. This does not fully support methods for self-evaluation in fully identifying and making improvements to her service.

The childminder works closely with parents and keeps them well informed on a daily basis and they have access to a comprehensive range of useful policies and procedures. The childminder has a clear settling in period and requests that they sign written permissions forms to safeguard the children in her care. This enables children to feel secure with their new care giver in their new environment. The childminder has also built effective partnerships with other settings such as the teachers at the school the children attend. She shares information as appropriate to ensure children's needs are met. As a result, children benefit from a safe, secure and happy environment and are making good progress in their learning and development.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Parents contribute to their child's learning journal by completing the 'All about me' forms. The childminder observes and records the information including photographs of the children engaged in activities. She assesses children developmental stages in order to highlight any potential gaps to ensure that she can plan for any emerging concerns.

### **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

<b>Unique reference number</b>	EY288643
<b>Local authority</b>	Surrey
<b>Inspection number</b>	917811
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2010
<b>Telephone number</b>	

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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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