

Inspection date	12/06/2013
Previous inspection date	27/02/2013

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 is very responsive to the children's needs. As a result children thoroughly enjoy their time at the childminder's.
- Children are welcomed into an environment where they are all valued and included.
- The indoor environment provides children with very good opportunities to choose their play materials and follow their individual learning styles.
- An excellent partnership between the childminder and parents ensures key information is shared between them to help children progress well.
- Children feel safe and secure with the childminder and arrangements for safeguarding the children are very good.

It is not yet outstanding because

- Children are making good progress in all the areas of learning, however, children have fewer experiences of learning about the world and the wider environment.

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 the format of the inspection on arrival.
- The inspector held discussions with the childminder and also talked to the children during the inspection.
- The inspector observed activities in the indoor learning environment.
- The inspector took account of the written views of parents.
- The inspector looked at the children's assessment records and other documentation.

Inspector

Alison Large

Full Report

Information about the setting

The childminder was registered in 1993. She lives with her husband and adult daughter in the East Molesey area of Surrey. The ground floor of the premises and all the bedrooms apart from one on the first floor are used for childminding and there is an enclosed garden available for outside play. The family have pet gerbils and fish. The childminder is able to provide overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age group. The childminder supports children with special educational needs and/ or disabilities.

What the setting needs to do to improve further

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

- extend children's experiences of understanding the world, for example, by providing simple maps and plans of different environments.

Inspection judgements

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

The childminder has a good understanding of child development and provides a caring environment for children where they can be happy and secure. Children enjoy their time with the childminder. They benefit from the childminder's caring nature and her enthusiasm to promote learning through play. Children overall, make very good progress in the different areas of learning. The childminder demonstrates a secure understanding of how children learn, by providing a well organised and stimulating environment to support them in making their own choices inside and outside. Children take part in a wide range of activities outside the home, such as toddler groups, or trips to the museum or other places of interest, where they meet and interact with other children and adults of all ages. Children have regular trips in the local environment to learn about their community and the natural world. For example, they go to museums and hunt for bugs and mini beasts. However, the childminder does not extend this by, for example, encouraging children to learn about the wider world through looking at maps of different environments. The childminder makes relevant observations of the children's progress, which are appropriately linked to the different areas of learning. She uses these to plan for the next steps in each child's learning and development. She shares the assessment records with parents regularly. Children's progress records also include many photographs of the children engaged in activities, and provide an excellent record for parents. Children are able to share with parents the exciting events they have participated in. Children take part

in some planned activities and also have many opportunities to initiate their own play. The childminder has a very good knowledge of each child and those who require additional support are supported well and their progress is monitored effectively. In addition the childminder gains specialist equipment to help promote the developmental needs of children who need specific support. This means all children make good progress in relation to their starting points.

The childminder enjoys supporting children's learning and takes an interest in what they say and do. Children's vocabulary is promoted well due to the good interaction between the childminder and children. The childminder gets down on floor level to play with young children and encourages them in their play. A wide range of toys and resources, are provided for the children to access. They enjoy the many activities provided, and talk happily to the childminder and each other when playing with the construction bricks or setting out the train track. Children are encouraged to count during their play, and the younger children are repeating the numbers after the childminder and developing confidence to count independently. Children's learning is well supported because the childminder puts children's individual needs as a priority and they enjoy the support and attention they receive from the childminder, who gets to know them very well. Children are making good progress helped by the childminder providing good support and interaction during activities.

The childminder has an excellent partnership with the parents and ensures they are fully involved in their children's learning and development. Parents sign a wide range of agreements when their children first start with the childminder. They are kept fully informed about their child's progress. The childminder has implemented the two year old progress check and all documentation is in place.

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

Children are welcomed into a warm, friendly home where they are valued and included and have their individual needs effectively met. They develop warm and secure relationships with the childminder, who supports the children well and takes care of their individual needs in line with parents' wishes.

Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure, and talk about road safety. Children learn about keeping healthy as the childminder talks about fruit and why it is good for them at snack time and why they need to wash their hands before eating or after using the toilet. Children access the outdoors in all weathers to have regular fresh air and exercise. Children enjoy playing in the garden and have daily opportunities to run around and play with the many resources. They enjoy opportunities also to visit local parks or play areas. The childminder has effective systems in place for behaviour management. Children behave well, and the childminder helps children to learn skills to prepare them for their later lives, such as sharing, taking turns and being polite and kind to each other. The childminder discusses behaviour management techniques with parents to ensure they are

working consistently to help children learn right from wrong. She helps prepare children for the move to school, by encouraging them to develop the skills needed such as developing independence and recognising their written name. This helps to ensure a smooth transfer, consistency of care and learning and reassurance for each child.

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

The childminder welcomes all children into the setting and ensures their health, safety and wellbeing is a priority. Arrangements to safeguard the children are robust. The childminder ensures children are well cared for, and always supervised. The childminder and other household members are suitably vetted, and the childminder is fully aware of her duty to protect the children in her care. She has a good knowledge of safeguarding issues and is aware of her role and responsibilities. The childminder is committed to continual improvement in the setting and providing very good care. This means children enjoy a variety of experiences and make very good progress. The childminder uses questionnaires to gather parents' and children's views and this enables them to add any suggestions for improvement to her practice. Self evaluation systems are in place, which fully identify and deal with any areas for development. There is a comprehensive range of policies and procedures in place to protect the children, and the childminder carries out thorough risk assessments throughout the home and for outings. The stimulating environment, the wide range of resources and activities provided for the children both inside the home and outside, motivates them to learn and make choices. The childminder has an excellent partnership with the parents, they write in her comments book and in the questionnaires about the wonderful care and attention she gives the children and how the children are always excited and eager to spend time with her. Parents receive feedback about their children's routines and achievements at the end of the day and have regular discussions about their child's care needs. The childminder respects parents' wishes with regard to the care of their children, for example, allowing them to settle in their buggy for a sleep when tired and fretful. The childminder has her certificate and other relevant documentation on display for parents in her playroom and shares a wide variety of information with them. This ensures children's experiences in the setting are enhanced and parents are involved in their child's learning. The childminder has no children attending another setting at present. However, she is aware of her responsibility to link up and share information about the child's learning with the other providers of the Early Years Foundation Stage for 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	132068
Local authority	Surrey
Inspection number	922643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	27/02/2013
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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