

Inspection date

28/06/2013

Previous inspection date

16/11/2011

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

- Children have their own bright, welcoming playroom where they have lots of fun playing with their favourite toys.
- The childminder is patient and supportive in her approach with children. She has a good understanding of the Early Years Foundation Stage and works successfully with children, identifying their individual levels of achievement and extending their skills through play.
- Safety is effectively prioritised. The home is maintained to a high standard, which minimises risks of accidents. Children also learn about danger and hazards, developing their self-awareness to keep themselves safe especially when outside the home.

It is not yet outstanding because

- There childminder's links with other settings are not fully developed to maximise children's educational programmes.
- The childminder has good partnerships with parents. However, she does not fully encourage them to share more about what their children enjoy and do at home, in order that she can include this in her planning and assessments to reinforce individual aspects of children's learning.

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 activities in the children's playroom in the home.
- The inspector spoke with the childminder at appropriate times during the inspection and observed children's activities.
- The inspector looked at children's learning and development records, planning documentation and a selection of policies and procedures.
- The inspector took account of the views of parents.

Inspector

Gillian Cubitt

Full Report

Information about the setting

The childminder was registered in 1993. She lives with her husband and two children, one teenager and one adult. They live in a house in Cobham, Surrey. Children have a separate side entrance to the home, which enters into a playroom where most minding takes place. The childminder also uses the lounge for children's rest areas. There is access to a kitchen and ground floor cloakroom. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll in the early years age group. She offers care throughout the year. She takes children on various outings to parks and children's groups.

What the setting needs to do to improve further

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

- improve links, in sharing educational programmes, with other nurseries or settings that children attend
- develop additional ways to improve assessment by involving parents more by encouraging them to share further information about their children's interests and progress at home.

Inspection judgements

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

Children are acquiring the skills, attitudes and dispositions that they need to be ready for school or for the next stage of their learning. They make good progress in all areas of learning because of the childminder's experience and caring support; she knows the children in her care well. She involves them in conversation to build their communication skills and she provides them with many interesting activities with a focus on fun while building their confidence and self-care skills. Observations take place continually and the childminder notes what children can do and what they need support with. This enables her to plan daily programmes to extend children's learning to challenge their thinking and support their development.

Children are settled and very happy in their playroom where they see bright posters displaying numbers and letters, maps of the world and various animals. Children enjoy exploring the toys and resources, helping themselves to whatever attracts them. Children

use pencils and felt-tip crayons to create pictures while talking with the childminder about their favourite colours and the childminder introduces their awareness of shapes. Children become confident speakers because the childminder constantly asks them questions that require a reply. She makes the activity fun by introducing words that rhyme. Children repeat the words and make new sounds as they become engrossed in their game. This technique also works well when children play with other resources such as play dough. They use a variety of tools, which they manipulate well to make 'wiggly worms' in their creative play.

The childminder informs parents about their children's day at collection time. She also writes a detailed daily diary for each child. Parents find this particularly useful because they often write about how their child is feeling and their needs. This raises the level of providing good consistency in care. Parents also see children's attractive learning journal books, which the childminder prepares with photographs and comments on children's progress in the seven areas of learning. However, the childminder does not include details from parents about what children do at home. As a result, planning concentrates on what the children do with the childminder and does not cover times when they are elsewhere such as at other settings or when they go on holiday. This reduces continuity in children's learning between the home and the provision.

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

The childminder develops strong and positive attachments with children. This is through her procedures where children come and visit before they start and she builds a friendly relationship with parents. This results in a smooth transition for children because they are familiar with the childminder and look forward to the playing in the bright welcoming play environment. The conservatory room is organised well with all toys and resources in easy reach for children to explore and make choices, which encourages their independence. The support the childminder provides prepares children for their next move to nursery or school.

Praise from the childminder reassures children and they blossom with self-esteem. Children show eagerness to join in with the games and activities. Their behaviour is very good because the childminder is mindful to ask for children's opinion and listens to their ideas.

Children learn to keep themselves safe because the childminder makes sure they understand the word 'no' from an early age so they begin to learn danger. As children's understanding increase, the childminder explains hazards in detail. She takes children to zebra crossings and explains the meaning of the colours in the traffic lights. Children recognise the colour red for 'stop' making them aware of safety when outside. Children also learn the emergency evacuation procedure in the home, which helps them to understand what to do in such a situation.

The childminder provides children with a very clean and well-maintained home environment where they are able to play outside in the spacious garden, which supports

their health. Children enjoy the prepared meals by parents that the childminder heats and serves. The childminder knows children's dietary needs so is always prepared to provide snacks and meals on the occasions that parents are not able to.

The childminder establishes routines and encourages children to develop self-care skills, which raises their hygiene awareness and prepares them for their move to nursery or school. The childminder is building links with local schools, however, she has yet to forge relationships with other settings that children attend to establish consistency and continuity of care and supporting their education.

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

The childminder has a good knowledge of how to protect and safeguard children. She demonstrates this in her safeguarding policy, maintenance of records such as, accidents, medication and risk assessments of the home and outings. She is rigorous in following through disclosure checks for new adult family members. However, following a recent concern raised by Ofsted, the childminder was found to be in breach of a legal requirement as she had failed to notify Ofsted of a significant event. Ofsted investigated the concern and issued the childminder with a low level warning letter. Following this the childminder made a complete review of her policy and procedure with particular regard to occasions where she must inform the regulator. This breach in the childminder's registration did not affect the high quality of provision for children in her care. The childminder shares all information, including her policies with parents. They receive a comprehensive information pack about the childminder's service including information about her responsibilities to support children's learning and development. She consistently monitors her routines and planning, in order to meet children's learning needs through a broad and balanced range of experiences and activities. However, she does not fully capture from parents how children make progress when at home. Nevertheless, parents are highly complimentary about the service the childminder provides they say she provides "a loving environment which allows children to flourish with confidence". They comment on the childminder's professionalism and reliability which gives them confidence. The childminder is sensitive in dealing with any gaps in children's learning that she identifies. She has clear procedures to involve parents and other professionals.

The childminder continuously strives to improve her knowledge of good quality childcare. She organises to attend relevant courses to keep her up to date such as safeguarding and making links with other professionals using the progress check at age two years. She continuously reviews the organisation of her playroom from a child's perspective so they are always absorbed and interested in exploring their surroundings feeding their curious, growing minds.

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	507204
Local authority	Surrey
Inspection number	899463
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	16/11/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

