

Inspection date	12/09/2013
Previous inspection date	28/03/2012

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

- Children feel safe and secure in the childminder's home as she provides a caring and welcoming environment, which supports their sense of belonging .
- Children play in a clean and well-maintained family home. The childminder takes positive steps to identify and minimise hazards so that children can play safely.
- The childminder works successfully in partnership with parents and other settings children attend. Together they promote continuity of care and good support for children's learning.

It is not yet outstanding because

- Children's skills of independence are not fully fostered, as the childminder does not provide information for children of resources that are stored out of sight .
- The childminder misses opportunities to further encourage children to develop their literacy skills.

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's practice and talked to her throughout the inspection.
- The inspector sampled the childminder's paperwork, which included children's records and the childminder's policies and procedures.
- The inspector observed children's activities.

Inspector

Teresa Elkington

Full Report

Information about the setting

The childminder registered in 2005. The childminder lives with her husband and two teenage children in Reigate, Surrey. All areas of the house are available for childminding with toilet facilities available on the ground and first floor. There is a fully enclosed garden for outside play. The family has a dog. The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll who is in the early years age range.

What the setting needs to do to improve further

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

- give children greater choice of resources, for example by helping them to know what is available but stored out of sight
- encourage children to further develop their literacy skills, for example, by using puppets or other props when reading stories to children.

Inspection judgements

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

Children make good progress in their learning and development. The childminder provides a good standard of care, enabling children to feel settled and secure. She promotes children's learning well because she tailors activities around their individual needs and interests and provides a range of activities and experiences to complement all areas of their learning and development. Children benefit from the caring relationships they have with the childminder. They enjoy her company and play alongside her, where they benefit from her positive interactions in support of their play experiences. Children spend sustained periods in their chosen play activities, showing that they are enthusiastic in following their own interests. For example, they enjoy using a range of pretend play resources, which allows them to act out real life scenarios.

The childminder supports children's chosen activities well, as she is on hand to lead and to extend children's play. She constantly talks with the children, repeating words to encourage involvement and to support their developing use of language. Children make good use of gestures and use their voices confidently. For example, they speak softly to the childminder, highlighting that the play figures are sleeping and that they need quiet. This shows children's growing understanding of how they can use their voices for different purposes. Children enjoy using a range of mark making materials, as they freely express themselves through drawings and patterns. The childminder promotes children's early awareness of number as she spontaneously counts the lines of objects that children have made. This supports their understanding of order and the use of number. Children have access to a good range of books and the childminder often reads to them. However, the childminder has not considered further ways to engage children's interest in the stories, to help develop their literacy skills. For example, she does not use props to help bring stories to life.

The childminder has effective systems to assess children's starting points using 'all about me' forms and through discussion with parents. She has a good awareness of children's current levels of development through her ongoing observations and assessments. She identifies children's progress and plans successfully for their next stages in learning. She

makes sure that required assessments of children's progress are completed for children between the age of two and three years. Parents receive a written summary of how well their children are achieving in the prime areas of learning. The childminder uses her assessment findings to reflect on how children are progressing and, in agreement with parents, to plan for children's continued development. Consequently, children are making good progress in all areas of their learning and building on their skills for their future learning. The childminder works well in partnership with the pre-schools that children attend, which provides a shared approach to children's learning and development.

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

Children develop strong and trusting bonds with the childminder, enabling them to feel settled and secure in the childminder's care. The childminder offers continual words of encouragement, which enables children to develop good levels of self-esteem and confidence from a young age. Children learn to build relationships with others their own age through regular visits to child-based activities away from the home. This enables children to learn to play co-operatively as part of a group and develop their understanding of good behaviour expectations.

The childminder implements secure and effective measures to promote children's ongoing safety in both the indoor and outdoor environments, as well as outings. Risk assessments are thorough and clearly identify hazards and any action taken for minimise these. Children practise fire evacuation drills regularly and learn about the importance of abiding by clear rules of the road, as part of raising children's awareness for their own safety.

Children play with a wide range of resources, which are supportive of their ages and stages of development. However, children are not able to choose from the full selection of resources, as these are stored in other areas of the home. This occasionally inhibits children's developing independence in following their own interests.

Children have a variety of opportunities to develop their physical skills. They enjoy play times in the garden and nearby parks, where they have access to a good range of physical play equipment. They enjoy routine activities outdoors for example, they plant and nurture seeds and accompany the childminder's dog on walks within the community. This means that children get plenty of exercise and enjoy the benefits of fresh air. Children enjoy a balanced diet, which meets their individual dietary requirements.

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

The childminder has a good understanding of safeguarding issues. She is clear as to her role and responsibilities to protect the children and act in their best interests. She is clear what to do if she has any concerns about a child in her care. The childminder ensures all household members are appropriately vetted. She makes sure that her home is safe and secure and that children learn to keep safe. She maintains all documentation required for

the safe and efficient management of her provision well. She has a range of written policies which she shares with parents. These underpin the operations of her service and support the well-being of the children.

The childminder communicates well with parents and other early years settings. This enables a consistent approach to care and learning in support of children's individual needs. The childminder provides daily verbal feedback on children's routines and achievements. She encourages parents to share children's learning at home, which enhances the children's individual learning.

The childminder demonstrates a good capacity for maintaining continuous improvement and improving outcomes for children. She has taken positive action for improvement in response to the recommendations given at her last inspection, which shows her commitment to the development of her provision. The parents share their views through verbal feedback, which the childminder uses to influence the quality of the provision. The childminder has a good awareness of the training programmes that are available to her through her local authority and highlights that she is keen to access these in support of her continued professional development.

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	EY309361
Local authority	Surrey
Inspection number	814968
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/03/2012
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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