

Inspection date	11/10/2013
Previous inspection date	22/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 is extremely caring and has helped the children settle well in her care.
- The childminder establishes what children can do when they first come through discussion with parents. She observes their play and knows what they enjoy to help her planning of resources.
- The childminder devotes her time to playing and interacting with the children.
- The childminder asks questions to develop children's play and thinking.

It is not yet good because

- The childminder does not assess children's progress clearly against the areas of learning or plan a broad range of activities to challenge and extend their learning.
- Children have few opportunities to develop good pencil control to draw and write well.
- Although the childminder questions children to develop their learning, she does not always allow time for them to think and answer..
- The childminder does not reflect much on her practice to find out what she is doing well and what she may need to improve.

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 playing and discussed their learning and development with the childminder.
- The inspector sampled a range of documentation including children's records, and suitability checks for family members.
- The inspector talked with the childminder about her practice.

Inspector

Jill Steer

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and two school aged children in Smallfield, Surrey, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding; some children sleep upstairs. There is a garden for outdoor play.

The childminder is currently minding three children in the early years age range. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups regularly.

What the setting needs to do to improve further

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

- strengthen the system for assessing and tracking children's progress, to be clearer about what children need to learn next.
- Improve the balance between planned adult led activities with clear learning intentions, and those activities that children choose for themselves, using effective self-evaluation to pinpoint areas for improvement, including taking account of the views of parents and children.

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

- include more opportunities for children to develop their early writing skills, such as during role-play and other activities
- further promote problem solving and language development, for example, through giving very young children thinking-time to respond to what you have said.

Inspection judgements

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

The childminder supports children's play generally well, joining in their games such as playing with dolls. Children freely choose what they want to do each day as the

childminder plans few specific activities. This means children are able to make decisions for themselves about what to do, so they enjoy learning through explorative play. However, the lack of many planned activities means children are not often taught new skills specifically, to hasten their progress. The childminder observes the children playing when they start so she knows what they like doing and sometimes records observations of things they have done. However, the childminder does not assess children against the areas of learning so their progress is not effectively tracked. This means next steps are not clearly identified for each child so they make good progress in their learning and development. For example, the childminder has not realised that children have few opportunities to practice pencil control, creating marks and patterns other than with a magnetic writing game. This does not prepare them well for learning to write or being creative.

The childminder reads frequently to children. They sit cosily on her lap and look at books together, feeling the textures on the pages and interacting with the characters so they enjoy books and learn to listen, so preparing them for the next stage of their early education. The childminder talks a lot to children to encourage their language development. She relates some things children do to real life, such as when they point at a doll's head and say 'hair', the childminder points out that the doll has none but talks about the children's own hair. She does not always allow children time to think about what she has said or questions asked, to formulate a response before she speaks again.

Children enjoy their pretend play, such as when chatting using play telephones. They imitate adults as they press the buttons, nod their heads and babble into phones before popping them back into their 'posh handbag'. Some very young children demonstrate their early understanding of technology as they stand in front of the television pointing the telephone at it and pressing the buttons, waiting for something to happen. The childminder discusses with parents what the children have done each day so they know what the children are learning.

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

The childminder takes time to get to know each child and helps them settle in her care. She develops caring and fond relationships with them. They reciprocate her affection, showing they feel safe with her. The trust children have in the childminder enables them to feel confident which enables them to feel safe to explore and learn.

Children spend most of their time in the childminder's lounge and the adjoining play room where most resources are stored for them to choose from. Only those suitable for the children are on the lower shelves, within their reach, The equipment with smaller pieces is on higher shelves out of their reach but accessible to the older children who can use it. This arrangement demonstrates how careful the childminder is about children's safety.

The childminder is a good role model. She has a calm manner; she acknowledges children's achievements. Children behave well. They respond well to her management of minor conflicts. For example, when two children both want the same telephone, the

childminder reminds them there is another one, so they can have one each.

The childminder helps prepare children to start school by discussing with them what to expect. She makes sure they can manage their personal care needs independently. For example when they go to toilet themselves and put their shoes on. The childminder provides nutritionally balanced food for children as part of a healthy lifestyle. She makes sure they go outside every day, either in the garden or to the local park so they get fresh air and exercise.

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

The childminder is familiar with the requirements of the Early Years Foundation Stage so she can meet most of children's learning, development and care needs. She understands the areas of learning and how to support children as they play. The childminder shares information with parents using a combination of a daily diary, text messaging and telephone calls. This communication enables all to discuss the children's changing care needs and routines, and to work consistently for the children. The childminder will work in partnership with other professionals to meet the additional needs of any children in her care

The childminder values the partnerships she develops with parents who are happy with her care. The childminder receives positive feedback from parents although she does not ask them specifically for their views to help her evaluate her own practice to clarify what she does well and what she can improve on. The childminder has not addressed the recommendations set at her last inspection which does not demonstrate a positive attitude to ongoing professional development. The childminder updates her first aid training regularly so she can manage children's minor accidents effectively.

The childminder has a policy for managing concerns she may have about the welfare of any child. She is aware of the signs that may indicate a child is at risk of harm. She knows to what agencies she should report concerns. She understands the need to have everyone in her home, over the age of 16 years, checked for their suitability to be with children. The childminder assesses risks in her home each day to reduce hazards, as well as when on outings. She makes sure she supervises children at all times in her home and they are safely strapped in a buggy or holding her hand so they are kept safe when on outings.

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	EY313581
Local authority	Surrey
Inspection number	931256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	22/09/2010
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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