

Inspection date	25/10/2013
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make significant progress from their initial starting points as a result of the extensive opportunities available to them and the valuable support from the childminder.
- The childminder ensures that children are able to move freely between the indoor and outdoor environments. This means that children can choose where they wish to play, encouraging their decision-making skills.
- The childminder has a clear vision for her outstanding practice and parents are very well involved to provide consistency.
- The childminder consistently monitors her provision to promote children's learning and development and ensure that children progress exceptionally well.

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 main play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
The inspector looked at children's learning journeys, planning documents, the childminder's self-evaluation form and a selection of policies and procedures and children's records.
- The inspector looked at documents relating to the use of the mini bus and risk assessments.

Inspector

ISP Inspection

Full Report

Information about the setting

The childminder registered in 2008. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her partner and two children in Tadworth in the Borough of Reigate and Banstead. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. Local facilities include the town centre, schools, parks and the library.

The childminder is currently caring for 11 children, Of these four are in the early year's age range.

What the setting needs to do to improve further

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

- encourage children's growing independence to enable them to do things for themselves.

Inspection judgements

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

Children make significant progress with their learning and development. The childminder provides a very high standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. Learning is promoted exceptionally well because the childminder provides an extensive range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and highly individualised to meet specific learning needs.

The childminder ensures that plans reflect individual children's needs and interests. The excellent planning systems ensure a balance of child-initiated and adult-led activities, which she links to the early learning goals to help children make progress in relation to their starting points. The parents are involved in the planning, as they share with the childminder what they have been doing at home and what their children's current interests are. This enables the childminder to plan activities which are fun and interesting for the children. The childminder is fully aware of her role in completing the progress check for two year olds and sharing the outcomes of these with parents so they are kept informed at all times about their children's progress. The childminder also completes yearly developmental reports for all children in her care. These are also shared with the parents so they can see clearly the children's next steps of learning and how they can support

their children at home. This provides excellent continuity of care.

The childminder gives high priority to children's physical development and ensures this is promoted in the indoor and extensive outdoor environments. All children participate in outdoor activities daily, such as walking on the school runs, dancing and singing during sessions at the local play groups and playing in the well-resourced garden. Everyday routines, such as tidying away resources and preparing and feeding themselves at mealtimes, greatly enhance children's physical and independent skills.

Children's personal and social development is supported well by the caring and supportive childminder. She takes time to settle the children into the setting and helps them to understand their feelings. Children readily snuggle into the childminder when they get tired or need some reassurance during play. This helps them to feel secure and safe in the childminder's care.

The childminder supports children's vocabulary skills exceptionally well. She works closely with the parents to obtain key words in the children's home languages so she can support their emerging language. She also effectively uses dual language books to read to all the children so they can hear each other's languages. The childminder also works closely with the local authority and successfully uses the 'Every Child A Talker' programme to promote the children's language skills further. Children enjoy close contact with the childminder to look at books and they respond well to the interesting and challenging questions she asks them about the pictures. The childminder is highly effective in promoting children's early literacy skills. She encourages children to make marks and talks to them about what they are writing. She helps children to hear the sounds of the letters in their names and encourages them to repeat the sounds accurately to promote their emerging speech and language. Overall, children are prepared exceptionally well for the next step in their learning.

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

The childminder demonstrates an extremely positive approach towards inclusion. She works closely in partnership with parents to fully meet the individual needs of all children attending the home. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information on child record forms of individual requirements. A variety of resources and displays around the home depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting. Children also sponsor a child from Africa. They write letters to her and learn about her life and the differences between living in Africa and England. This allows the children to learn about the wide world they live in.

The childminder has secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis. The childminder ensures that each

child's needs are met through risk assessment, including which car seat best meets individual children's needs when in the mini bus. This enables the childminder to keep all children safe when they are in her care.

Children thrive in an environment where a high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. For example, after messy play and before snack and meal times. Each child has their own towel to dry their hands, which minimises the risk of cross infection for the children. However, the childminder does not teach the younger children to wipe their noses, which does not encourage children to independently manage their own self-care. Children enjoy valuable social experiences during snack and mealtimes. The childminder asks the children what fruit they would like and works with them for their individual needs. Children sit with the childminder as they all prepare the snack. Each child has individual tasks such as peeling the satsumas and cutting the strawberries and the grapes. The childminder and the children talk about the fruit they have and how it helps to keep their bodies healthy. This supports well the children's emerging understanding of healthy lifestyles.

The childminder works closely with the parents to find out about the children's individual needs. These are used successfully to settle them into the childminder's home. The childminder is consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. Given the children's ages and stages of development they are all exceptionally well behaved.

The childminder provides a well stocked garden with resources which successfully promote and enhance the children's physical development. The childminder makes excellent use of local play groups to enhance further the younger children's development across all areas of learning.

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

The childminder's leadership and management of the setting is exceptionally strong. The childminder works closely with the parents to bring about the best possible outcomes for the children. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are readily available. A comprehensive range of written policies and procedures are in place; for example for the use of car seats in the mini bus and having permission to leave children in the care of her assistants. These are regularly updated to reflect changes in legislation and to clearly underpin the childminder's practice. Registers are maintained to a high standard to show the exact hour's children attend and the hours of the assistants caring for the children. This enables the childminder to maintain her ratios to meet the children's individual needs.

Self evaluation is rigorous and clearly shows the childminder's key strengths and the areas she is currently working on. The parents share their views on the setting and the childminder gathers the views of the children to shape the service that is provided. As a

result the service is highly responsive to its users.

The childminder has a strong understanding of child protection and how to safeguard the children in her care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by the childminder. Robust risk assessments are in place for both the home and for all outings that the children undertake. Children are extremely well supervised across all areas of the home and when on outings.

The childminder works closely in partnership with the parents. Parents regularly share with the childminder what they have been doing at home which is used very successfully by the childminder to enhance the children's individual needs. The childminder completes detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily and weekly sheets allow the parents to see what the children have been doing during the day. The childminder also completes photo albums which are shared with the parents so they have pictorial evidence of children's days. The childminder also works extremely closely with the other agencies caring for the children to support children's language development. The childminder works closely with the parents to keep them informed about their child's development and what strategies can be used to promote children's learning of English as an additional language. This provides excellent 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	EY377818
Local authority	Surrey
Inspection number	926636
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	23/02/2009
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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