

Inspection date	26/11/2013
Previous inspection date	19/02/2009

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 are cared for in an attractive environment, they have spacious play areas where they build their confidence in choosing their own activities.
- The childminder carefully observes children to assess what they can do and successfully identifies their next steps to take forward, to extend their learning opportunities. Consequently, children's progress in their learning and development is consistently good.
- Children are very motivated and show good levels of interest in their play. This is reflected in their positive behaviour and growing independence.
- Parents consistently get opportunities to review children's progress through well presented learning journals, which enables them to continue children's learning at home.

It is not yet outstanding because

- There is room to develop the self-evaluation further by actively seeking the views of parents to include in action plans for improvement.
- The current arrangements for hand washing do not always enable young children to fully use and develop their good independence and self-care 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 children play activities and snack time.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including a sample of policies and procedures.
- The inspector took account of views of parents in their reference letters.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder was registered in 2008. She lives in a house with her husband and two children of school age. The home is situated in West Ewell, Epsom, Surrey and is close to public transport links and there is parking on the childminder's driveway.

The whole of the childminder's house is used for childminding. Children have a designated playroom and there is a separate sleeping area downstairs. Children also have access to the toilet on the ground floor.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, of whom, four are in the early years age group.

The childminder walks to local schools to take and collect children and takes children to the local park and library.

What the setting needs to do to improve further

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

- facilitate more opportunities for young children to fully develop their independence and self-care skills, for example, by enabling them to wash their hands independently

- extend self-evaluation processes to include the views and ideas of parents to incorporate into an action plan for improvement.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements. She uses her experience and enthusiasm well to deliver interesting activities for the children. This begins from when children join the childminder because she takes care to obtain accurate details about the children's likes, dislikes and abilities. She uses this information well to provide toys and resources that stimulate children's curiosity helping them to learn. For example, children eagerly clutch their box of dinosaurs which is a current passion. They begin to learn new words such as the names of the dinosaurs and excitedly repeat these, showing their ability to understand and say complex words. From these observations, the childminder successfully plans other activities that link to children's wider learning, such as helping the children to recognise

different sizes, counting activities as well as the enjoyment of books whilst they relax. Children develop confidence in their physical skills as they play in spacious rooms. The childminder also provides many opportunities for energetic play in her garden, which has a good range of apparatus as well as regular visits to the local park.

Parents are aware of and are pleased with the progress their children are making. They comment that their children have developed independence and positive self-value. Parents also comment on the development of children's good social skills. This is because the childminder encourages children to make friends both in her home and when visiting other settings. The regular outings to groups in the community widen children's awareness of diversity and differences in others. Parents appreciate looking at their children's learning journey, which, they take home to view in their own time. The well-written summaries enable parents to share in their children's progress when they are with the childminder.

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

The childminder is friendly and attentive to children's needs, which fosters their emotional and physical well-being. Children benefit from sensitive settling in periods where the childminder is careful to follow children's home routines. The childminder is sensitive in her support, which enables children to build secure attachments. Consequently, children part from parents easily and show contentment and happiness in the childminder's care.

The childminder's home is bright, warm and welcoming. The children have a designated playroom, as well as being able to use all of the downstairs rooms and an inviting rear garden. The playroom is well organised with many resources that are attractively set out on shelves and the floor. Children develop confidence in making choices and decisions, which prepares them well when they move to school or nursery.

Children confidently include the childminder in some parts of their play and seek her attention for assistance. For example, children ask for help in dressing up in the role-play clothes. They talk about their outfit, which is black with a skeleton. Children eagerly begin to ask what bones do which leads to discussions about other parts of their body and what they need to keep it healthy. The childminder takes into account their individual dietary needs and provides a good range of healthy meals and snacks. Children are able to see to their personal hygiene because toilet facilities are easily accessible. However, the childminder occasionally breaks the hand washing routine by wiping the children's hands before eating which restricts children's developing independence in their health care. Children play outside each day in the well-resourced garden and they have fun as they go for walks. Children are learning to keep themselves safe. For example, they learn about road safety, stopping to look and listen for traffic before crossing the road. They practice the emergency evacuation procedure regularly. The childminder's home is very safe. She constantly reinforces important safety messages, such as not talking to strangers and that they stay close to her when on outings.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is an experienced childcare practitioner who clearly delights in caring for children and ensuring they are appropriately supervised and the requirements to safeguard them are met. Children are safeguarded because the childminder is clear about her role to protect children. She is very secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. She constantly reviews her practice and makes her home very child-friendly and safe. She has a good relationship with parents who provide glowing references confirming the childminder's dedication to helping their children to become confident and independent. However, following a recent concern raised by a parent, the childminder realised she was not sharing with parents changes in her minding arrangements. This is with particular regard to when the childminder increases the number of children and how this may affect the daily organisation for children's care. As a result, the childminder reviewed her procedure for keeping parents informed. Parents now share the childminder's risk assessments when she occasionally exceeds her registered numbers to provide continuity of care for siblings to meet their needs.

The childminder constantly considers areas for development of her practice. She keeps up to date with relevant courses including first aid training. The childminder also shares good practice with a network of local childminders. Because of a recommendation from the last inspection, the childminder has made a strong commitment to improving her knowledge of how children learn. Consequently, she now has an excellent knowledge and understanding of the learning outcomes for children. Her ability to make accurate observations and assessments of children's play significantly enhances their progress. The childminder follows children's interests to improve her provision, although she does not actively seek the views of parents as part of the self-evaluation process.

The childminder works effectively in collaboration with local nurseries and schools to support children's learning and welfare. She fully supports children who need extra support by working well with parents and other agencies and health professionals.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY369620
Local authority	Surrey
Inspection number	923999
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	19/02/2009
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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