

Inspection date	28/11/2013
Previous inspection date	21/01/2013

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 feel secure in the care of the childminder and thrive as a result of her calm and affectionate approach. This enhances their emotional well-being.
- The childminder plans a good range of activities and experiences which cover all areas of learning.
- The childminder has effective methods for assessment and planning which supports children's learning and development well.
- Children enjoy a range of freshly prepared meals that met their individual needs and are nutritionally well balanced.
- The childminder works enthusiastically in partnership with parents. Children benefit from these friendly and generally successful relationships that support their welfare and their learning and development.

It is not yet outstanding because

- The childminder shares children's achievements with parents and encourages their feedback, but does not consistently incorporate these within their 'learning journal' and planning to show how she promotes partnership working.

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 at play in the childminder's home and discussed their learning and development with the childminder.
- The Inspector sampled references and 'thank you' letters from parents in order to take account of their views.
- The Inspector sampled documentations used to underpin the organisation of the setting, including those relating to safeguarding, children's individual needs and behaviour management.
- The Inspector explored the quality of meals provided for the children, taking into account children's individual needs.

Inspector

Sandra Jeffrey

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in Epsom, Surrey, located close to parks, schools and local transport links. The whole of the ground floor and the master bedroom on the second floor of the childminders home are used for childminding. The first floor is not used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children; of these three are in the early years age group. The childminder holds a recognised childcare qualification and has many years experience caring for children as a nanny. The childminder collects children from local school and attends stay and play groups with younger children.

What the setting needs to do to improve further

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

- enhance children's progress further by encouraging all parents to share their views and include these more in the identification of next steps and planning of activities.

Inspection judgements

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

The childminder has a good knowledge of childcare, having previously worked as a nanny. This has helped her to gain a good understanding of how to promote children's learning and development. Consequently, she provides a rich play environment where children can independently access a good range of resources that cover the seven areas of learning within the Early Years Foundation Stage.

The childminder has strong teaching skills and, as a result, children are making good progress in their learning given their starting points and capabilities. Younger children are developing their physical skills, for example, as they learn to use cutlery instead of fingers when eating. Older children are supported in their social skills as they help to set the table at meal times. They also develop their counting skills, for example, when they count how many plates and cups are need for this. The childminder uses a wide range of vocabulary, appropriate to children's age and stages of understanding, to effectively develop their communication and language skills. She speaks clearly, using repetition skilfully to support younger children's understanding, therefore giving them time to consolidate their growing language skills.

Children enjoy daily opportunities to play outside in the well maintained garden and when visiting local amenities. Children enjoy regular trips within the local community, where

they have opportunities to socialise with other people. Children enjoy attending numerous groups including, 'stay and play', soft play and the local Children's Centre. These opportunities enable children to access an additional range of toys and resources including creative art and craft and rhyme time sessions. Children also have good opportunities to learn about the natural world around them as they take part in regular nature walks, where they are encouraged to notice the different birds and bird-song as they 'tweet like birds'. Children also enjoy fun activities linked to special events throughout the year including Diwali, Hanukah and currently Christmas. With trips to a nearby farm to feed 'Santa's Reindeer', being among the exciting and well planned activities.

The childminder encourages parents to complete an "All about me" form when their children start. This highlights children's starting points and interests. The childminder observes children at play and records their achievements in their individual learning journals on her laptop. This enables the childminder to quickly and effectively monitor children's progress informed by her observations. The childminder shares her observations with parents on a daily basis, but does not include their comments and views in the learning journal to show how she promotes a cohesive approach to children's learning. The childminder has made some improvements since her last inspection in relation to seeking parent's views on the service she provides. She is in the process of drawing up questionnaires for parents to complete following her very recent return to childminding from maternity leave.

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

Children are happy and very settled in the care of the affectionate childminder and show a good sense of belonging. The childminder organises the day around children's individual interests and needs, including their sleeping and feeding routines. This helps children to feel safe, develop a sense of belonging and know they are truly welcome in the home. The childminder has a calm and gentle manner, which helps children form secure emotional attachments in her care. She is attentive to the children at all times, is a positive role model for behaviour and gently resolves any minor disputes, for example, over the sharing of toys. As a result, children respond well to the childminder's caring approach and their behaviour is good.

The childminder has created a good learning environment in her home, where children are able to access a good range of toys and resources. This helps support children's growing independence and enables them to direct their own play as they choose their own toys. The well maintained garden is easily accessible, enabling children to enjoy playing outside with the varied selection of physical play equipment, including a trampoline and slide. This supports children physical skills and also promotes a healthy lifestyle with good opportunities to exercise. Additionally, the childminder provides a nutritious and varied diet for the children, including a freshly cooked meal and healthy snacks of fresh fruit, salad and yogurts. Children are actively encouraged to develop a healthy lifestyle, as they help plan meals on a weekly basis. Children are actively encouraged to eat their vegetables and try new foods that they may not eat at home. The childminder effectively shares daily menus with parents, so that they know what their children have eaten each

day.

The childminder works closely with parents and other settings, including the local school to ensure children are emotionally well prepared for the next stage in their learning. This helps to ease their move from her setting to another and helps to support continuity of learning. Younger children are encouraged to develop their self care skills, such as, holding up a leg when dressing. The childminder works closely with parents in relation to potty training, taking her lead from children's growing awareness of their bodies. This ensures the childminder is able to offer support based on children's individual development in relation to being able to manage their own personal needs. This means that children are gaining good skills for their future learning. Systems to support children's hygiene are good. The childminder wear gloves when changing nappies and older children know to wash their hands after using the toilet. The childminder has suitable procedures in place in relation to medication and accidents and holds a valid first aid certificate. These precautions help to promote children's welfare.

As a result of the childminder's effective risk assessment, children are able to play in safety and comfort. They are able to move freely around the well organised setting, because the childminder ensures there are no hazards. For example, the childminder uses safety gates to prevent young children's access to restricted areas and has fitted safety catches on drawers and cupboards as necessary. The childminder practices a fire drill with the children every month and sets clear boundaries in place when out at the park. These effective precautions help young children begin to learn about keeping themselves safe.

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

The childminder demonstrates good examples of effective practice throughout her setting and is complying with all the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder demonstrates a secure knowledge and understanding of the safeguarding and welfare requirements. She has a clear understanding of her role and responsibilities regarding child protection and safeguarding concerns. She has appropriate guidance and contact details to hand, to use in the event of any concern regarding children's welfare. The childminder has implemented a comprehensive written safeguarding policy, clearly setting out her responsibilities and duties, which she shares with parents. The childminder has all the required consents in place from parents and has recorded all the required information about the children in her care. Parents receive good information in relation to children's meals and behaviour management strategies, which supports continuity of care for all children.

The childminder has a strong understanding of the learning and development requirements, and how to effectively promote children's progress through play. She provides a well-organised and resourceful educational programme that is matched to children's interests and abilities. As a result of her careful monitoring and planning, children are achieving well and making good progress towards the early learning goals.

The childminder has a good understanding of how to work in partnership with others. She consults with parents and others involved in the care of the children on a daily basis, sharing experiences about the children. As a result the childminder is able to support children's care and learning in partnership with others. Overall the learning and care provided by the childminder effectively meets the needs of the children who attend and enables children to make good progress. However, the two-way flow of information has scope for development in order to ensure parents' views are consistently included when promoting children's learning and well-being.

The childminder has taken positive action in response to the recommendation from her previous inspection, resulting in improvements being made to her setting. Overall, the childminder demonstrates a good capacity to self-evaluate and maintain continuous improvement. This in turn, helps improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	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	EY449283
Local authority	Surrey
Inspection number	942111
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	21/01/2013
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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