

Inspection date	05/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- The childminder builds strong bonds with children and gets to know them and their individual needs well.
- There is a wide range of resources available to children each day that helps them make good progress in their learning and development.
- The childminder completes daily risk assessments to ensure that her home is safe and secure for children to play within.

It is not yet outstanding because

- The childminder encourages parents to share information about their children when they first start with her but does not consistently encourage parents to share their children's learning at home.

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 children inside the childminder's home as well as the garden.
- The inspector sampled documentation of policies and procedures in place.
- The inspector observed the children through their meal times, and care routines.
- The inspector sampled children's daily diaries.
- The inspector gathered feedback from parents.

Inspector

Maria Powell

Full report

Information about the setting

The childminder registered in 2013. She lives with her two adult children in a three bedroom house situated in Worcester Park in Surrey. Children have access to all rooms on the ground floor and do not access the rooms upstairs. Toileting facilities are available on the ground floor. Children will have access to the cabin at the rear of the garden. The family have a cat and a dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder. There are five children on roll, all of whom are 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:

- reflect on ways to enhance the already good partnerships with parents by reviewing the strategies used to share information about children's learning at home.

Inspection judgements

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

The childminder provides a range of stimulating and exciting activities for children to play and explore with during the day. Children enjoy taking out the books that the childminder has made for them showing their families and sharing these with those around them. Children show their enjoyment as they share pictures of their families and talk about who they are. This helps develop their sense of belonging and their language and communication skills. This also helps develop children's literacy skills and their understanding of each other.

Children enjoy playing in the garden and the childminder uses this area to extend children's learning. Children's physical skills develop as they climb up and slide down the slide. They explore different textures during 'jelly play' activities and develop their language skills as they talk with the childminder about how the jelly feels.

Children explore with musical instruments as they bang and shake them to produce different sounds. They play enthusiastically with the instruments, as they smile and dance around. This develops their coordination and physical skills well. The childminder has a good range of resources for children to explore and investigate with. Children play and join in with activities and the childminder offers lots of praise and encouragement.

The childminder demonstrates that she is aware of the individual needs of all children in her care. She confidently describes their individual interests and personalities. She completes relevant observations when children begin and uses this and information she

gains from parents to help her plan appropriate activities. The childminder completes observations and demonstrates children's are making good progress. However, although observations are in place, and shared with parents, the childminder does not consistently encourage parents to share their children's learning at home. On order to further promote a cohesive approach to children's learning and development.

The childminder provides resources to develop children's imagination. Children play doctors with the dolls and the available resources. They use each of the objects as they pretend to look at different parts of the doll. Children use the resources well as they play together. Older children pretend that the childminder is also the patient. The childminder extends their understanding by asking the children appropriate questions about being a doctor and this also develops children's awareness of other professional's they may themselves see.

The childminder makes the best use of the local area by taking children on regular outings into the local community. Children go to the local park, library, soft play sessions, garden centre and children's centres. This helps children learn about the world around them and gives them the opportunity to be out in the fresh air and use their physical skills. Therefore overall children are making good progress in their learning and development.

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

Children have developed a secure relationship with the childminder. They seek comfort and enjoy lots of cuddles to reassure them when they are upset; as a result children are happy and settled in the childminder's care. Children show The childminder works closely with parents to help settle children over a gradual time, and at their own pace. Parents are allowed to stay with their children but are encouraged leave after a period of time, or when they are comfortable. The childminder asks parents to complete and 'All about me' forms where they record information about their children with their interests, dietary needs and any daily routines. This helps promotes consistently between the childminder, her co-childminder and the parents about the care children receive.

The childminder has well-resourced toys and encourages children to make a choice about which toys they would like play with, as they point and verbally communicate which toys they would like. This results in children being able to make their own choices about what they involve themselves with whilst with the childminder.

The childminder provides a variety of healthy fruit and fresh water, which encourages healthy eating with the children; the children are able to identify their own cups. She sits with the children during snack; which is a sociable as they talk about the fruits they eat. This helps develop their awareness of eating healthy and healthy lifestyles.

The childminder is a good role model for the children, as she talks to them in a nurturing and caring way; she demonstrates to the children how to take turns when sharing equipment. Children are well-behaved and relaxed in the childminder's home. Children have begun to understand about other children's feelings and share and take turns well as

the childminder is a positive role model to them. As a result children are aware of what is expected of them and behave well. This means that children are gaining appropriate skills to support their future learning and subsequent move on to school.

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

The childminder demonstrates a clear understanding of learning and development, and safeguarding and welfare requirements. She plans for children's interest and age of development by linking themes to children's interest. The childminder demonstrates a good knowledge of safeguarding procedures and attends additional training in this area. She has a good knowledge of child protection issues and who to contact if she has a concern about a child in her care's welfare. The childminder has effective policies and procedures in place which underpin the care and welfare of children. The childminder uses accident and medication record sheets and shares these with parents at the end of day. When medication is needed to be given the childminder records this appropriately and has parental permission on her health care forms to do this.

The childminder has well-documented risk assessments in place which relate to the areas of the home she uses and local outings. She understands the need to review these annually or more frequently if there is a need to do so. The childminder attends training courses to further develop her knowledge of childcare and education. This shows a good commitment to continuing her own professional development. She uses this knowledge to further develop her practice and plan exciting and stimulating activities for the children.

The parents speak positively about the childminder stating that they receive plenty of information about the children's learning and development. Parents say that their children are happy with the childminder and she plans activities for children relating to their own needs and areas of learning..

The childminder strives to continue to improve her provision and her evaluation systems are developing. She takes suggestions from parents and seeks support from the local authority for guidance on how to improve. She is generally meeting the needs of all children in her care well.

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	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	EY461074
Local authority	Surrey
Inspection number	933753
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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