

Inspection date	18/03/2014
Previous inspection date	17/04/2013

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

- The childminder has a good understanding of the Early Years Foundation Stage requirements and of how children learn and develop. As a result, children make good progress.
- The childminder provides a secure environment to enable children to feel safe; this means they can explore and investigate in the childminder's setting.
- Children are developing independence in their play because they can choose for themselves what they would like to play with from the extensive range of resources available.
- The childminder provides healthy options at snack and meal times with homemade meals that help maintain and promote children's good health.

It is not yet outstanding because

- The childminder misses opportunities in the outdoor area to promote the programme for children's mathematical development in particular.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed activities.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2012. She lives with her mother and son in Epsom, located in the Borough of Epsom and Ewell. All areas on the ground floor and first floor son's bedroom are areas of the home used for childminding. There is a garden for outdoor play. The childminder holds an early years qualification at level 3. The family has two pet cats and one dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, who are all in the early years age range. The childminder offers care each weekday all year round.

What the setting needs to do to improve further

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

- expand the range of resources in the outdoor area to help those children who prefer to learn outdoors, particularly in regard to the programme for mathematics, such as through providing a range of resources and experiences that encourage counting and number skills in readiness for the next stage of learning and school.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements and the seven areas of learning. She provides a good variety of activities and experiences. All of these support children's development and learning well and helps them develop the necessary skills for their future learning.

The childminder completes weekly observations of children's achievements across the seven areas of learning. Children's individual learning files demonstrate that the childminder is skilled at making accurate observations of children's achievements. These help her to assess children's progress so that she can identify what children need to learn next and she plans activities to help them achieve these goals. Parents are free to view their children's records at regular intervals and the childminder also shares information verbally about children's progress. These communications keep parents up to date with their children's progress.

The childminder obtains information about children's welfare needs at the beginning of the placement. She talks to parents about what children's capabilities are so she knows their starting points on admission, so that she can provide activities that interest them. Children are making good progress and they are developing the skills required for the next stage in

their learning.

The childminder promotes children's learning in the expressive arts and design well. For example, children use glue and brushes, and enjoy sticking coloured tissue paper on card while exploring the texture and noise the paper makes when handled. The childminder extends the activity by describing the colours of the various materials used to expand children's vocabularies. She encourages them to feel and talk about the textures themselves. The childminder consistently engages in play with the children and uses her language to extend and promote their own. She maintains a running commentary during activities describing children's actions and repeats words to support their language development. Children's communication and language skills are fostered well as a result of such teaching

The childminder encourages children to develop a love of books. For instance, the childminder makes the bookcase easily accessible to them. She stocks it well including home-made books of photographs for them to look at and remember what they have been doing. This encourages children to recall and talk about previous events which further encourages their language skills. Children's love of books is promoted too through the use of puppets and story sacks. Indoors children use and develop their early mathematical skills such as when counting and completing jigsaws. In the outdoor area, however, the childminder misses opportunities to encourage children to practise counting and numbers, so that they develop and practise such skills in a range of play situations in readiness for school.

Children learn about the wider world because the childminder takes them on interesting outings. These broaden children's experiences and enrich their vocabularies. They have visited a museum and go for walks in local parks to collect items for the 'nature table'. The childminder uses her knowledge of IT well to encourage children's confidence, concentration and learning in this area. There is a good range of equipment to promote children's curiosity, including for older children such as metal detectors, remote control cars, walkie-talkies and laptops. The younger children show skills in making toys work by pressing buttons or lifting flaps to achieve effects such as sounds or movements. Such activities not only peek children's interest but help them develop hand and finger control too, ready for the next stage in their learning. Children develop good social skills as they visit local children's groups where they learn to socialise with other children. They form strong caring relationships with the childminder and her family.

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

The childminder recognises the importance of helping children form secure emotional attachments. Children have good relationships with the childminder and her son. They have formed secure attachments and show that they are happy and content in her care. The childminder helps children feel secure by establishing consistent routines that help them settle quickly and know what to anticipate next. The childminder is warm and attentive to their needs, which promotes their emotional and physical well-being.

The childminder organises her home well to ensure it is child centred, safe and welcoming. She completes robust daily checks of her home and garden to identify potential risks to children's safety. She ensures that precautions such as covers and locks are fitted on lower electrical sockets, kitchen cupboards and drawers, so that children can play safely. The childminder helps children's developing understanding of emergency situations through regular fire evacuation procedures. This teaches children to know what to do in the event of an emergency. Children's understanding of keeping themselves safe when on outings is well promoted. For example, the childminder helps them to learn the green cross code.

The childminder provides an extensive range of equipment and resources that are stored at children's level to encourage them to make independent choices. Equipment covers the seven areas of learning and is suitable for children's ages and stages of development, although there is less outdoors, particularly to support the programme for mathematics. Children choose what they want to play with which means they enjoy their activities. This arrangement helps children become independent as learners in preparation for the next stage of learning. The childminder helps children develop a positive sense of themselves by ensuring that she takes the time to listen to them and provide them with individual attention. As a result, behaviour is appropriate and children's confidence and self-esteem is developing well.

The childminder provides children with routines that enable them to experience regular fresh air and exercise to support both their physical development and to help maintain their good health. They participate in activities in the garden; go on outings, and visits to groups and parks. Children enjoy well balanced, nutritious home-cooked meals that help them develop healthy eating habits and meet their nutritional needs. The childminder has gained clear information from parents concerning specific dietary needs and caters for these accordingly.

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

The childminder shows a good understanding of the safeguarding and welfare requirements and implements these to keep children safe. The childminder has an effective knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect the welfare of the child and knows the procedures to follow in the event of a concern. The childminder makes sure all of the required documentation that promotes children's safety and well-being is well organised and comprehensive. The childminder has a secure understanding of how children learn and her responsibilities in relation to their learning and development. She monitors their development closely to make sure that they receive appropriate support and make good progress in gaining the skills, attributes and dispositions they will need for the next stage in learning or school.

The childminder works closely with parents. She provides them with a comprehensive range of useful written information so they understand her methods and responsibilities.

They are kept up to date through daily discussions, diaries and learning folders about their children's activities and progress. The childminder encourages parents to be actively involved within the setting. They are welcomed to come in to do story times and to participate in outings. This approach helps parents understand what children are learning and how they do so.

The childminder also shares information effectively with other providers where children attend more than one early years setting, to ensure a consistent approach in their learning and care. She makes good use of the support of the local authority to evaluate her provision and develop her knowledge and skills. Self-evaluation is effective generally in identifying areas for development, although there are fewer resources to promote early mathematics skills outdoors, to encourage those children who prefer to learn outside. The childminder seeks parents' views about the provision through yearly questionnaires to ensure they are happy with their children's care and learning.

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	EY448955
Local authority	Surrey
Inspection number	954975
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	17/04/2013
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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