

Inspection date	15/04/2014
Previous inspection date	05/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 an excellent supply of play resources to support children's creative and imaginative play. She provides a highly welcoming and stimulating environment for children which inspires and motivates their interest in play and learning.
- The childminder carries out astute observations and makes precise assessments on children. She uses the information well to inform and guide her planning.
- The childminder successfully guides children's moral understanding using a range of strategies. Children are kind and considerate towards each other and rarely disagree.
- The childminder achieves strong partnership with parents. She successfully involves them in assessment and planning processes and provides parents with a wide range of ideas to support children's learning at home.
- The childminder makes constant and effective use of self-evaluation to identify and target priorities for improvement.

It is not yet outstanding because

- Opportunities to extend children's knowledge and understanding about their own interests, are not fully exploited by the childminder.
- Although children sometimes use the childminder's computer tablet and a camera, planning for children's progress in information and communication technology is not as well considered as for other areas of learning.

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 sought and took account of the views of all parents whose children currently attend.
- The inspector observed children's play and activities both indoors and outdoors, but mainly outdoors. The inspector involved the childminder in this process.
- The inspector sampled a range of records and documentation relating to children's wellbeing and learning and development, as well as the childminder's policies and procedures and self-evaluation processes.

Inspector

Amanda Tyson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children aged over eight. The premises is situated in West Ewell, which is in the borough of Epsom and Ewell. There are a number of parks and woodlands, preschools and schools within walking distance. Epsom town centre is within short commuting distance. West Ewell railway station has direct links to London. All areas of the home, apart from the master bedroom, are available for childminding use. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range who attend on a part-time basis. The childminder supports children learning English as an additional language. The childminder offers care between 7am and 6pm Monday to Friday 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:

- develop and extend children's ideas and learning further by continuing with related activities over a period of time
- increase the use of information and communication technology to support children's learning in all areas including their play and investigations outdoors, and printing off the photographs they take.

Inspection judgements

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

The childminder gains detailed information from parents about children's interests and capabilities before they start. She finds out if they have attended any other early years provision and asks for assessments, such as the progress check for two year-old children, to be shared with her. The childminder uses this information, as well as her own observations of children during the settling-in period, to identify children's starting points for learning. The childminder's observations on children are astute and her assessments, including the progress check for two-year-old children, are precise. These highlight differences, such as where a child is achieving well within expectations for their age in relation to their understanding of language, but where they need further encouragement to talk. For children who are learning English as an additional language the childminder knows this will come in time because they are 'absorbing' their different language environments. Every child has a clear play and learning plan that is focused on supporting their progress and this is agreed and reviewed regularly with parents.

The childminder supports children's progress in communication and language very well using a variety of techniques. For example, she displays photographs of people, places and experiences familiar to children on the walls of the playroom. This encourages children to initiate conversation. The childminder places objects and photographs that link with children's recent experiences and interest into a box. Children then take turns to open the box and pull something out which encourages them to recollect and talk. The childminder uses puppets and props to encourage children's listening and attention during stories and rhyme time activities. Older and very able children benefit from this strategy just as much as younger or less able children because the childminder challenges them to use the props to change the endings of stories. Older children learn to link letters to sounds through fun activities. The childminder provides a good deal of opportunity for children to practice writing skills within play situations, for example as they make shopping lists. Children use a specialist whiteboard to practise cursive script because the childminder knows this is how the local schools teach children to write. Children are, as a result, well prepared for school.

The childminder makes very good use of the local and wider community to encourage children's interest in nature, to help them develop social skills, appreciate the outdoors, and to understand about diversity. For example, she takes children to community play sessions where they learn to socialise with larger groups of children. In February children visited a Chinese superstore where they bought chopsticks, noodles and a magnificent giant dragon head with a fabric body. Children had great fun creating and then performing a dragon dance and using chopsticks to eat the noodles to celebrate Chinese New Year. The childminder teaches children about cultural differences using story books and by providing resources, such as paint, crayons and different coloured wool to make life-size representations of children from different ethnic groups. The childminder has a good selection of dolls and small world figures that promote a positive image of ethnicity, disability and gender differences. Children enjoy visiting the garden centre to observe the koi carp and go fishing in the local stream. Children have the use of a camera and the childminder has a computer tablet available for children to use as well. However, the childminder has few other technology resources for children to use in their play and to support their investigations, particularly when outdoors. Overall, the childminder plans exciting activities that link with children's interests and she challenges their thinking and understanding by using open-ended questions. For example, she teaches children how to use a ruler to monitor the growth of sunflowers, how to use weighing scales to measure cooking ingredients, and engages them in debate about whether wildebeests are bigger than a lion. Some activities lead to a linked activity the following day. However, opportunity to extend older and very able children's learning to a greater depth, for instance by turning their interest in something particular into a small-scale project, are not fully exploited by the childminder. Nonetheless, overall children make very good progress towards the early learning goals and are well prepared for school.

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

Children arrive in the morning and happily say goodbye to parents. The childminder places a high priority on gaining information from parents about children's personal, social and emotional needs before they start attending and reviews these regularly with them. Children are helped to settle in to her care through a gradual parent-separation process. The childminder asks parents for photographs of children's immediate family and displays these in her conservatory playroom and in home-made books. Children's creative work is displayed throughout the setting. The attention given by the childminder to creating an environment that feels like it belongs to the children, contributes greatly to the high levels of security and confidence they show. The childminder is quick to identify areas where children need particular encouragement or support, for example, in understanding how to look after books, or to master toilet training. The childminder shares this information with parents and they work closely together to help children make progress. She knows what children's particular interests are and uses these as a basis for supporting all areas of learning. As a result, children are keen to engage in play and learning. For example, the childminder engages playfully with children as they take dolls for a pretend walk to the park (in the garden). She asks children if they have strapped their babies into the pushchair so they do not fall out, and reminds them to 'wash their hands before changing their baby's nappy'. These strategies delight children, but also cleverly promote important health and safety rules.

Children make good progress in their physical development and develop a keen interest in nature because the childminder makes very good use of the outdoors to support their learning and development. This approach helps to ensure children keep healthy and active. For example, children have great fun climbing trees, balancing on logs and stepping stones as they cross the little stream. The childminder's garden is wonderfully equipped with resources to encourage imaginative play which means children want to be outside. For example, the playhouse has real bunk beds, colourful deckchairs on the veranda and wide range of realistic home-play accessories. The childminder promotes road, dog, and water safety, as well as stranger-danger. She reinforces rules daily when they walk to school and visit parks. The childminder practices fire evacuation with children and is beginning to develop their understanding of fire safety further.

Young children sleep peacefully and safely at times consistent with parental wishes. The childminder provides children with healthy snacks and meals. She sits at the table with children encouraging their social skills and table manners. Children help to prepare the fruit snacks showing good independence and understanding of how to use knives safely, for instance to cut strawberries in half. Children behave exceptionally well. They say please and thank you without prompting and are encouraged by the childminder to take care of their environment by tidying away toys and looking after books. Older children are particularly kind and considerate towards younger children, for instance they adapt their play naturally to enable their inclusion. The childminder's play environment is very enabling. Her toys are well organised and stored accessibly to encourage children to become independent learners. Children are well prepared physically and emotionally for starting either nursery or mainstream school because they are self-assured .

provision

The childminder's knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage is very secure. She has worked incredibly hard, and with great success, to address the weaknesses identified in the last inspection. The childminder's partnership with parents and systems for assessing and tracking children's progress towards the early learning goals have been significantly strengthened and are now key strengths of the provision. The childminder provides very well for children to learn about ethnicity, gender, disability, religious and cultural differences. Her record keeping, for example in relation to accidents and the register of attendance, is meticulous. The childminder makes good use of the available support from the local authority early years advisors. Her self-evaluation processes are comprehensive. These show she recognises her own strengths and where there is scope for further development. For example, the childminder is currently focussing on developing a resource library for parents so they can continue to support and extend children's learning within the home. The childminder is also in the process of creating an area in her garden for children to grow vegetables. The childminder makes good use of the internet to give her ideas to support children's learning and to increase her knowledge. The childminder also plans to complete an early years diploma or higher level qualification in the near future. The childminder attends local authority training and cluster meetings for childminders to further support her drive for improving her practice.

The childminder's detailed safeguarding children policy clearly explains to parents her responsibility to act on any concerns about a child's welfare. It sets out the procedure for parents to follow if they have concerns about her care of children and how she protects the written and photographic data she holds on children. Since the last inspection the childminder has strengthened her use of risk assessment. She completes a daily check on the home before children arrive and at the end of the day. The front door is secured with a chain lock and the childminder keeps a record of all visitors to the home. The childminder has well-thought through procedures in place for keeping children safe on outings.

The childminder communicates well with any other early years provisions that children attend, such as nursery or school. This helps to ensure that children receive consistent learning support. The childminder lends parents play and learning resources so that they can continue to support children's particular learning needs at home. She fully involves parents in the assessments she carries out on children. For example, they complete the progress check on two-year old children together in children's own homes and meet regularly to review and plan for children's progress. Parents hold the childminder in high regard. They say children are excited to get in the door in the morning and when they arrive to collect in the evening children are always totally absorbed in play. Parents describe children's creative achievements as 'utterly amazing'. Parents are also very pleased that the childminder makes so much use of the outdoors to support children's learning and health needs.

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	EY460964
Local authority	Surrey
Inspection number	963550
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	05/11/2013
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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