

<b>Inspection date</b>	16/05/2014
Previous inspection date	15/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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**

- Safeguarding procedures are robust and rigorous to promote the welfare of the children who attend.
- The childminder supports children with special educational needs and/or disabilities effectively and strong interagency partnerships helps to ensure that he meets children's individual needs successfully.
- The childminder develops strong partnerships with parents to help to ensure consistency in children's learning and development.
- The childminder provides many opportunities for children to explore the natural world and information technology. This enables children to develop a good understanding of the world around them.

### **It is not yet outstanding because**

- The childminder does not always routinely provide children with opportunities to investigate and explore different textures to develop their sensory skills.
- Information gathered about children's starting points, in relation to their learning and development is not fully developed.

## 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 spent time observing practice in the lounge, garden and conservatory.
- The inspector spoke with the childminder, his wife and the children at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

The childminder registered in 2010. He lives with his wife, who is also a registered childminder and their two children. The family home is in Merstham, Surrey, within walking distance of local shops, schools and a mainline station. Children play on the ground floor in the sitting/dining room and the conservatory. The first floor is used for day time sleeping and for overnight care. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children in the early years age group and four older children on roll. The childminder works in partnership with his wife.

### What the setting needs to do to improve further

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

- develop the current system for gathering information about children's developmental starting points in order to plan individual activities as soon as the children attend
  
- provide more opportunities for children to explore and investigate different resources and textures, to further develop their sensory skills.

### 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 requirements of the Early Years Foundation Stage. He implements the learning and development requirements effectively to meet the needs of individual children. The childminder spends time observing what the children can do, and uses the information well to plan a wide range of activities and experiences to reflect the children's interests. As a result, all children are making good progress in their learning from their starting points on entry. The childminder uses effective systems to track and monitor the children's progress. Children benefit from the good quality interaction with the childminder. He joins in all the activities and engages the children in purposeful conversation, introducing new vocabulary at every opportunity. The childminder has a good understanding of child development, which enables him to identify any developmental concerns early, such as speech and language. This early intervention means children receive the support they need as early as possible through partnership with parents and other agencies, improving the children's outcomes.

Children enjoy a wide range of activities to promote their understanding of the wider world. The childminder celebrates a variety of international festivals with the children, as they begin to learn about other cultures. The childminder organises and plans activities to hunt for mini beasts, and children examine and explore the similarities and differences. They plant and grow vegetables and enjoy tasting what they have grown at snack and meal times. This all increases and promotes the children's awareness of the world around them effectively. All children have many opportunities to express themselves creatively. They enjoy role play, playing with small world resources and creating their own art using a varied selection of natural and manmade resources. However, children do not always have the opportunity to explore different media and textures using all of their senses as they develop an understanding of different materials.

Children have opportunities to practise their early writing skills and have access to a range of indoor and outdoor mark making materials. Children recognise letters and link the letters to sounds, using a phonics system in line with local schools and pre-schools. Children count during activities and the childminder demonstrates counting at every opportunity to develop the children's interest in numbers and patterns. For example, children are interested in superheroes, so the childminder counts the play figures with them. All children have access to a wide range of books and enjoy listening to stories. The childminder is skilled at bringing the stories to life, using character voices and the pictures to engage the children. This promotes the children's interest in books and helps them to understand that text has meaning. Consequently, children are developing the skills they need to be ready for their next stage of learning. The childminder understands how to support children well as they make the move to school or to attend other early years settings. As a result, he promotes children's confidence in managing the move.

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

All children are happy and settled during their time with the childminder. He spends time getting to know the children and their families well, and records information about the children's welfare and individual care needs in detail. However, the childminder does not gather as much information as possible about the children's starting points in relation to their learning and development. This means there is a slight delay in the childminder being able to plan individual activities as soon as the children start to attend. Children form positive relationships with adults and other children because they feel safe and secure in the childminder's care. The childminder works very closely with parents to follow the children's home routines. For example, he ensures children rest at times that follow their home routines. The childminder has a range of equipment to support the children's individual needs and routines, such as high chairs and travel cots. All children have access to an extensive range of play and learning resources. The equipment is all stored at a low-level, making it easy for children to make choices and develop their independence from an early age. All children demonstrate good levels of self-esteem and confidence as they explore their surroundings and initiate their own play and ideas.

Children learn about keeping themselves safe through daily routines and consistent safety rules. For example, children know they must not climb on the furniture in case they fall

and hurt themselves. Children learn about wearing hats to protect them from the sun and they know they must stay with the childminder on outings. The childminder teaches children about road safety and this promotes children's well-being. The childminder practises regular fire drills with all the children to ensure they know how to evacuate the building in the event of an emergency. Children are beginning to develop a good understanding of healthy eating through discussion and the provision of healthy snacks. The childminder supports children's understanding well by talking with them about the type of foods that are good for them. Children enjoy regular exercise, playing football or cricket, using the enclosed garden daily and visiting the local park, where they can run and climb. This enables children to practise and develop their physical skills.

Children benefit greatly from the open, two-way flow of information between the childminder and their parents. All parents have access to their children's learning journeys at any time, and are able to contribute to their children's records. In addition, parents receive information about their children's next learning steps via the password protected computer system. This ensures parents are fully involved in their children's learning and they can extend activities and learning opportunities at home.

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

The childminder promotes the children's welfare successfully because he has a good understanding of the safeguarding requirements. He knows how to implement the procedures if he has any concerns about children in his care. Parents are aware of the childminder's safeguarding responsibilities through discussion and sharing the safeguarding policies with them. All children enjoy a very safe and secure learning environment because the childminder completes risk assessments and carries out daily checks before the children arrive. All adults in the household have undertaken the required suitability checks, which promotes children's safety.

This was an early re-inspection following an inadequate judgement at the last inspection. The childminder has made very good progress since the last inspection and he has addressed the notices to improve that were issued by Ofsted. The areas of concern related to supervision, partnership with parents, learning and development and the children's two-year progress checks. Throughout the inspection, the childminder demonstrated and evidenced how he has addressed all of the issues.

The childminder is continually looking for ways to develop the service he provides for the children. Following self-evaluation, the childminder has made some changes to his record keeping procedures and now uses an online monitoring and tracking system. He has extended the conservatory and installed under floor heating to make it more comfortable for crawling babies and to increase the children's access to more floor space. All resources are stored at a low level and children are able to move around the ground floor and garden freely. As a result, children freely explore their surroundings and make independent choices from the toys and resources. As part of the evaluation the childminder spends time discussing how things are going with the parents. Through

ongoing assessment, the childminder monitors the children closely to ensure they are happy and are making good progress in their learning. The clear monitoring systems allow the childminder to track the children's individual progress accurately. This demonstrates a good capacity to improve the outcomes for children.

### **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

<b>Unique reference number</b>	EY408606
<b>Local authority</b>	Surrey
<b>Inspection number</b>	965356
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/11/2013
<b>Telephone number</b>	

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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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