

Inspection date	02/06/2014
Previous inspection date	23/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 fosters good relationships with the children, she is kind, caring and shows affection towards them to build children's independence and encourage them to become active learners.
- The childminder provides a warm, welcoming and child friendly environment and provides a wide range of activities and play experiences that reflect children's interest and development needs. Children enjoy their play, concentrate well and engage enthusiastically in planned activities.
- The childminder uses the local environment resources on a daily basis to extend children's learning and complement home-based play.
- The childminder is consistent in effective behaviour management strategies and as a result children begin to learn right from wrong and feel safe and secure.

It is not yet outstanding because

- Opportunities are not maximised to help children develop their interest and awareness of words indoors and outside.
- There is scope to enhance the range of resources freely accessible to all children in the indoor environment to help children make independent choices and determine their 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder and the children she was caring for both inside and outside of the childminder's home.
- The inspector discussed safeguarding and confidentiality with the childminder and looked at her safeguarding policy.
- The inspector took account of parental views through questionnaires that had been sent to parents.
- The inspector viewed the online system for recording relevant information on the children.
- The inspector observed care routines such as sleep and mealtimes.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children and two younger children in a house in Ashford, Middlesex. The whole of the house and an enclosed garden is used for childminding. The family has one dog and one cat as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates 47 weeks a year from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- maximise children's opportunities to promote their interest in words and help them to understand that print carries meaning, for example through visual displays indoors and outside
- enhance the range of resources available to children inside to maximise every opportunity for children to make independent choices in their learning.

Inspection judgements

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

The childminder provides children with a good range of activities and experiences to support them in making good progress towards the early learning goals. She plans a wide range of activities and experiences based on their interests and development needs. Photographs show children enjoying a wide and exciting range of experiences such as playing golf, going to farms and climbing trees at the local park. The childminder advises that children enjoy being outside and this where most of their learning takes place. However, there is scope to enhance resources inside to enable children to self-select and determine their own learning. The childminder uses an online system and records relevant information on the children and tracks their achievements and identifies next steps in learning.

Children are very happy, relaxed and play well together and independently. The childminder extends children's learning effectively by linking different activities together. For example, later in the month the children are taking part in the Toddler Waddle at the local park. The theme for this is Sea Creatures. The childminder has taken this theme and

prepared an activity to enable the children to make octopuses and jelly fish, which they can take with them on the walk. The children show high levels of excitement as the childminder shows them what there are going to make. She explains how they will make them and the children listen with interest. All children decide to make an octopus today. The childminder draws round their hands and cuts out the shape for them, as this is too difficult for them. The children try hard to name to different colours of paint and are supported well by the childminder. They match the paint colour to the paint pot and lots of praise is offered. The children develop their physical skills well as they confidently use the large paint brushes to paint their cut out hand shapes. Children listen well to instructions and support as the childminder encourages them to paint the hand on both sides. The children are young and attentions spans short. The childminder considers this and only encourages them so far to paint on both sides. The children excitedly take the hands outside to dry before they can finish them. The children will use wool to add the tentacles later in the week. During this activity children develop their awareness of new words such as, octopus, jelly fish and tentacles.

The childminder helps children to develop their knowledge of letters and numbers as posters are displayed around the room and older children show a lot on interest in them. However, there are missed opportunities for children to develop their interests further and understand that print carries meaning as there are limited key words in the environment indoors and outside.

The childminder supports children's communication and language skills effectively. She continually talks to them and encourages them to repeat new words, offering lots of praise when they get it right. Older children excitedly recall the last time they painted and said that the orange paint had a big bubble on it. The children smile proudly as the childminder praises them for remembering and then managed to get another bubble to form on the paint. The children's faces show clearly how excited they are to see another bubble.

The childminder has a good awareness of the learning and development requirements of the Early Years Foundation Stage. She has a full understanding of how she will produce checks for children who are two-year-old in her setting and has gathered all information to complete this. The childminder promotes parents involvement in their child's learning and development. She talks to parents before children start and at regular intervals to ensure their needs are met. The childminder updates the online system regularly and encourages parents to view the content and make comments. This is a safe system as parents require a pass word to access information about their children. Parents have access to a wealth of information on the system and can see what activities and learning experiences the children have. This helps to promote a joined up approach and enables parents to extend their child's learning at home. The childminder knows the children well in her care. She has a good understanding of the different ways children learn and this enables her to provide activities that effectively interest and stimulate them.

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

The childminder provides a warm, welcoming and child friendly environment for the children, in which they feel safe and secure. She fosters good relationships with all children who confidently approach her for help and support. Children demonstrate good relationships with each other as they play well together. They happily accept apologies when children have been unkind towards them. Children begin to learn about acceptable boundaries and right from wrong as the childminder is consistent with her behaviour management. Children's understanding is age appropriate and they accept the occasions when they have time out due to unwanted behaviour.

Children learn good independent skills, which helps them to prepare for moving onto full-time education. As children arrive they immediately and confidently ask for a drink. They place the drinks on the table and know they can have a drink whenever they are thirsty. Children learn about healthy lifestyles. They talk about healthy foods and grow some fruit and vegetables that they taste once they have grown. The children show high levels of interest in the fruit and vegetables they grow and confidently explain they need rain and sun to help them grow. Laminated pictures of the fruit and vegetables are displayed and this helps all children to identify what is being grown. Children learn about keeping themselves healthy as they wipe their hands before meals and after playing in the garden and help to clean the tables. They enjoy healthy snacks and lunches that parents provide. The childminder promotes good hygiene as all children use individual bedding for sleep time. Children develop their physical skills on a daily basis. They have regular access to the garden where they enjoy riding bikes, pushing prams and having space to run freely.

The childminder helps children to learn about their own safety as she talks to them about crossing the road and why they should hold the straps on the pushchair while they are out and about. She gently reminds children why they need to sit on chairs properly and gives clear guidelines and boundaries to children who display unwelcome behaviour.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She is aware to maintain confidentiality at all times and only speak to recognised professionals to share any concerns she may have. The childminder has effective systems in place for reviewing and monitoring the progress of children and she confidently talks about the different ways children learn. This enables children to make good progress across all areas of learning.

The childminder demonstrates a good awareness of how to protect children in her care. She has a clear written safeguarding policy that she shares with parents. All adults living in the household are vetted and these checks are maintained by the childminder. The childminder's good understanding of risk assessment enables children to play in a safe and secure environment. She puts there safety first for example, by closely supervising children as they play and explore in the garden.

The childminder continuously reflects on her practice and evaluates what works well and

identifies improvements that can be made. For example, she has recently changed the online system for recording information on the children as she felt the new system would further enhance her practice. She has undertaken a diploma in childcare and this has extended her knowledge and understanding in meeting the requirements of the Early Years Foundation Stage. She works closely with other childminders to share good practice and this enables her to develop her practice further. The childminder includes parents in the evaluation of her setting and encourages them to complete questionnaires and make suggestions on how she can improve her provision. The recent questionnaires all indicate that parents are extremely happy with the care and education the children receive. The childminder promotes good partnerships with parents. She provides parents with a wealth of information via the online system. In addition information is exchanged about care routines such as sleep and meal times at the end of each day. The childminder does not currently care for children who attend other provisions. However, she is fully aware of the importance of sharing relevant information with other providers to enable continuity of care and education. The childminder has the required documentation in place and parents sign to acknowledge policies and procedures.

The Childcare Register

The requirements for the compulsory 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	EY315996
Local authority	Surrey
Inspection number	815030
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	23/10/2008
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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