

Inspection date	11/06/2014
Previous inspection date	19/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 made considerable progress in improving the overall quality of the provision to ensure she meets the requirements of the Early Years Foundation Stage.
- The childminder develops close trusting relationships with children which successfully develops their self-confidence and ability to communicate. She responds in a positive way to the choices they make during their play to extend their learning.
- The childminder establishes good communication with parents and keeps them well informed about children's developmental progress. As a result she meets children's individual needs well.
- The childminder provides children with a good range of indoor and outdoor resources that capture children's interest in learning and provide them with challenge.

It is not yet outstanding because

- The childminder does not consistently promote parents' involvement in their children's learning and seek information about children's achievements 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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 1996. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and four children aged 20, 17, 13 and six years old in Addlestone, Surrey. The childminder has had suitability checks completed for all members of the family over the age of 16 years, including the partner of one of her adult children who sometimes visits and stays at the premises. The whole of the ground floor and the rear garden are available for childminding. The family has two cats and a dog as pets. There are currently two children on roll under eight years, one of whom is in the early years age range. The childminder's provision operates from Monday to Friday for most of the year. The childminder takes and collects children from local pre-schools and schools. She also offers care to children from the end of the early years to 11 years.

What the setting needs to do to improve further

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

- extend parents involvement in their children's learning by seeking further information about children's achievements in all areas of their development, and providing ideas to support 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 meets children's individual needs well and they make good developmental progress. The childminder knows them well and moves them on in their learning by successfully increasing their self-confidence and ability to communicate with others. This is due to the caring and trusting relationships she establishes with children. Consequently, children develop the skills they need for their future and starting school. The childminder helps children learn by giving them lots of individual attention and support as they choose to use the resources and activities. For example, when children post their favourite cars and aeroplanes down ramps, long plastic tubes and drain pipes, she provides them with guidance that helps them learn through trial and error. The childminder makes good use of these opportunities to extend children's learning by asking them questions and setting them challenges to which they respond with enthusiasm. For example, she encourages them to say why some cars will not fit into the tube and to place the cars into two buckets after discovering the speed they travel. The childminder uses resource brochures to source ideas for activities that provide children with variety.

The childminder teaches children to listen to instructions and be attentive as she constantly talks with them during their play. Children enter into conversations with the

childminder and show confidence as they tell her 'they missed her and their teachers when they were on holiday'. They concentrate very well as the childminder reads stories that capture their interest and inspire them to share information and ask questions about what they see and hear. Their enthusiasm is evident as they ask her to read other books. Children are challenged in their physical development because the childminder supports them with developing new skills. For example, she is currently helping them learn to ride a small bicycle without stabilizers and knows they have nearly achieved this aim. Children are provided with challenge. They climb, balance and use slides and scooters independently in the childminder's garden and during outings to soft play facilities. The childminder teaches children the early stages of reading and writing. She provides opportunities for children to write their name using squeeze bottles with water and glitter on the garden fence. She encourages them to remember and identify the sounds of the letters in their name during these activities and other times. For example, during outings to the supermarket where they see print in the environment. The childminder promotes children's awareness of diversity. She makes good use of the internet to identify and plan activities related to different cultural festivals.

Since the last inspection, the childminder has worked closely with the local authority to improve her knowledge of the areas of learning and development. She has obtained learning and development guidance which she now uses to promote children's learning and identify where they are reaching expected levels of development. She can clearly say where children need extra support. The childminder regularly talks to parents about children's individual needs and what is happening in their home lives. She shares information about children's individual achievements that match her own observations in some areas of learning. For example, that they have recently learnt to do 'a head over heels on the trampoline'. However, the childminder has not considered how she can extend parents involvement in their children's learning. For instance, by seeking further information about children's achievements at home and giving parents ideas to support children's learning and development.

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

The childminder meets children's individual emotional needs by talking to them about forthcoming events in their own lives. For example, about a new baby the family is expecting. She obtains books about animals having babies which she reads to children and to explain how new babies need to be looked after. Children behave well at all times and always co-operate with what is expected. They form close friendships with the childminder and other children and get on really well. Since the last inspection, the childminder has developed her understanding of the importance of giving children her full attention if they become restless. The childminder supports children to manage their personal needs. For example, she supervises them while providing them with privacy when they use the upstairs toilet. She makes sure there is always hand soap available for children to use when they wash their hands. She replaces it immediately when it runs out and makes sure that children always wash their hands at appropriate times. Parents provide children with lunchtime meals that include fresh fruit. The childminder promotes children's good health by providing them with nutritious homemade meals at tea time.

The childminder provides children with a welcoming and stimulating environment. A wide range of resources inspire them during their play both indoors and outdoors. They learn about their own safety during all activities because the childminder gives them lots of one to one support and guidance to help them achieve their aims. The childminder uses the internet to identify activities related to different cultural festivals that promote children's awareness of diversity. For example, she has cooked noodles for children to eat at Chinese New Year. She shows them pictures of dragons on the internet and explains to children about how and why people from around the world celebrate different festivals. Children absorb this information and ask the childminder questions as they remember what they have previously seen in the local community. Children move smoothly between the pre-schools and schools they attend because the childminder always responds to, and meets their emotional needs.

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

The childminder has addressed all the actions and recommendations made at the last inspection. She has attended child protection training which has developed her knowledge of the procedures to take to safeguard children's welfare. She has updated her first-aid qualification and reviewed and updated her safeguarding policy. It now includes more detailed information for parents, including the use of mobile phones and cameras. The childminder completes risk assessments of the premises and ensures that she supervises the children well at all times to maintain their safety and security, both in her premises and on outings.

The childminder has attended training and worked with the local authority advisor to ensure she meets all the requirements of the Early Years Foundation Stage. She makes good use of guidance to successfully develop her knowledge of the characteristics of effective learning. As a result, she introduces a wider range of fun activities that challenge children and promote their learning. The childminder observes, assesses and monitors children's progress. She uses a tracking document to identify whether children are reaching expected levels of development, and where they need extra support. This enables her to plan purposeful activities that help to close gaps in their learning. For example, she builds children's confidence by talking about their day at school. She extends their learning by providing activities they enjoy in school, such as water play.

The childminder uses self-evaluation to reflect on the quality of the provision. She has put considerable effort into trying to improve aspects that were previously judged as inadequate. The childminder keeps accurate records of children's attendance and updates details on their personal records. She consults with parents to gather their views about the provision. For example, she has taken action to successfully improve the organisation of the play areas so they are attractive, well organised and safe for children to use.

Partnership with other professionals is good. The childminder talks to staff in pre-schools that children attend to share information about their individual needs and progress. She

asks for information about children's achievements that help her to plan activities that complement what they learn in other early year's provision. For example, when children start to write their name she provides related activities to further promote this learning. Consequently, this meets children's individual needs well and they receive continuity in their 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	120371
Local authority	Surrey
Inspection number	963034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	19/04/2013
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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