

Inspection date	10/06/2014
Previous inspection date	09/03/2009

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 how children develop and learn and as a result, the quality of teaching is effective and children are making good progress.
- The childminder is successful in promoting children's communication and language. Her interaction with the children is good and she gives her full attention when speaking to them.
- Children form positive relationships and secure attachments with the childminder and other children within the setting.
- The childminder has a strong understanding of the need to safeguard children and is confident of the action she must take to protect children.

It is not yet outstanding because

- There is room to provide greater opportunities for children to explore their feelings and emotions.
- The outside area is primarily set up for physical play and does not fully support children's outdoor learning experiences, in particular with regard to numbers and letters.

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 activities indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
 - The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 1994. She lives with her family in a semi-detached house in Mytchett, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is a garden available 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 seven children on roll, four of which are in the early years age group. The childminder also offers care to children aged from five 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:

- increase the number of opportunities for children to explore their feelings, for example, by using a range of resources which helps children to relate to different types of emotions
- enhance the opportunities for children in the outdoor area in order to extend and enrich their learning even more.

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 how children develop and learn and as a result, the quality of teaching is effective and children are making good progress. She uses her good knowledge to provide activities that are of interest to children and relevant to their development. The childminder provides a wide range of opportunities for children to explore materials and media through their senses. For example, the childminder provides a variety of art and craft resources so that children can make cards to celebrate Father's Day. They choose their own colour paint and delight in swirling the paint round with a brush. The childminder asks open-ended questions to help develop their speech further. They enjoy mixing the paints together and describe how they are making circles. Through effective planning children are able to follow their own interests as they think, explore and investigate. The childminder successfully supports children to think creatively and develop the characteristics of effective learning.

The childminder constantly observes children and assesses where they are in their development. This helps her to identify children's next steps for their learning and plan

activities to help them progress. The childminder documents children's learning records well and includes photographs of them at play, which the childminder shares with parents. This means parents learn about the type of activities and experiences the childminder provides and what their children enjoy doing. This also helps parents to continue the children's learning at home. The childminder has a secure understanding of the importance of progress checks for children who are aged two-years-old. She has completed these effectively as well as sharing them with parents. This has a positive effect on children's overall development.

The childminder is successful in promoting children's communication and language. Her interaction with the children is good and she gives her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and uses gestures and facial expressions to aid communication. The childminder asks open questions and waits to allow children time to respond. She speaks clearly, so children hear correct language. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures they all go out frequently. They visit local parks where they learn about the world in which they live as well as enhancing their physical skills. The childminder provides a range of garden resources to promote physical play.

The childminder enables children to develop wider friendships as she takes them to visit local toddler groups where other children gather to play. Children love looking at books. The childminder responds well to this interest by providing a wide range of suitable books. Children share them with the childminder, taking turns to turn the pages. This is a time when the children cuddle in and feel safe, secure and happy. The childminder displays numbers and letters in the home to show children how to order and sequence these. However, she does not extend these rich opportunities to the outdoor area, to support children to understand fully how to use words and numbers in context in different environments.

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

The children are very happy and content as the childminder ensures they feel included and supported within her care. As a result, children form positive relationships and secure attachments with the childminder and other children within the setting. This effectively supports their emotional well-being. The childminder has effective settling-in procedures in place and works closely with the parents to share relevant information about the children's individual needs. Children are encouraged to learn self-help skills to help them to move towards independence, for example, they are encouraged to feed and help dress themselves. The childminder builds children's confidence to make their own choices, as the wide range of resources are easily accessible. However, although the range of resources is wide and varied there are fewer resources, which will help children to learn about how to recognise and manage their own feelings and emotions.

The childminder has effective systems in place to manage children's behaviour. She uses positive strategies to reinforce appropriate behaviour according to the children's age and stage of development. As a result, children understand the boundaries and expectations of

the childminder. Children's behaviour is good and they respond well to clear and consistent guidance from the childminder. Children receive meaningful praise and encouragement throughout their play, which enables them to develop their self-esteem and feel self-assured. Children are encouraged to be independent learners and to manage their own personal needs by selecting their own resources, washing their own hands and blowing their own noses. The childminder has good hygiene practices in place, which promotes the children's health and well-being and ensures they develop good self-care skills. As a result, children gain good skills enabling them to move into other settings as well as school.

Parents provide meals for their own children, which the childminder stores appropriately in the fridge to ensure food temperatures remain safe. The childminder provides the children with a variety of balanced and nutritious snacks to develop their understanding of healthy lifestyles. Daily routines enable the children to have good opportunities for fresh air and exercise. Children have regular visits to the local park and play areas, which enable them to be physically active and gain an understanding of taking appropriate risks. The children are starting to develop an awareness of safety as the childminder talks about the importance of safety throughout their play. They also learn about road safety during their walk to and from nursery or school.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage to ensure she meets all legal requirements successfully. She has a strong understanding of the need to safeguard children and is confident of the action she must take to protect children. She completes risk assessments for her home and any outings that she takes children on and she closely supervises children at all times. This means that risks to the children in her care are minimised. The childminder regularly reviews her documentation, which she uses effectively to safeguard children and support their welfare. She keeps a detailed record of children's attendance, which clearly shows the times they attend. This shows that the childminder meets the required ratios at all times. Children are cared for in a spacious environment, which easily accommodates the numbers of children that she cares for. The childminder understands her responsibility to ensure that any adults living or working in her home have the necessary checks carried out to make sure they are a suitable person to come into contact with children.

The childminder demonstrates a good understanding of the areas of learning and ensures that she provides activities and resources, which reflect children's needs and current interests. As a result, children are making good progress. Clear assessments show that the childminder knows where each child is in their stage of learning and where they need further support. She has a clear understanding and overview of the progress children make over time. The childminder talks with confidence about how she is helping children to learn through purposeful play. In addition, she gathers relevant information from parents at the start of placements and on an on-going basis. As a result, she can highlight

what children need to learn next and plan appropriate activities to support each individual child's progress. She clearly knows what her strengths and areas to improve upon are which enable her to target her plans for improvement. Consequently, this demonstrates her drive and commitment to improve her practice. The childminder ensures she gathers the views of the parents and children in order to provide the best service she can. Additionally she attends courses that increase her already good knowledge in how to care for children.

The childminder has a good understanding of working with other professionals to support all children. She meets children's needs well because she works closely with parents. For example, she shares policies and procedures with parents to ensure that they are clear about how the childminder's service operates. Written comments from parents suggest how much they value the childminder and are happy with the care and education she provides. Daily handovers provide stability and give them a chance to share any concerns and achievements. These positive experiences help children to move forward in their learning and develop skills for the future.

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

Unique reference number	160506
Local authority	Surrey
Inspection number	973166
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	09/03/2009
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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