

Inspection date	10/06/2014
Previous inspection date	05/11/2009

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 provides a welcoming homely stimulating environment, which effectively promotes children's all round development. Children are very happy and develop a strong emotion well-being.
- Children participate in a good range of interesting activities delivered by a knowledgeable and skilful childminder. Children make very good progress in their learning and development.
- The childminder sets out her home very well which enables children to follow their own play interests.
- Partnerships with parents and professional are good and make a strong contribution towards the childminder effectively meeting the children's individual needs.

It is not yet outstanding because

- Opportunities for young children to explore a variety of natural and textured objects are not fully utilised, to enhance their growing curiosity and sense of discovery.

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 the majority of inspection time observing the childminder's interaction with children.
- The inspector held discussions at appropriate times with the childminder about the children's ongoing development.
- The inspector sampled a range of policies which included safeguarding procedures.
- The inspector took into account the views of parents through the information provided by the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband, who is also a registered childminder and their two children. The family home is in Merstham in Surrey, within walking distance of local shops, schools and a mainline station. Children play on the ground floor in the lounge and the conservatory. The first floor is used for day time sleeping and for overnight care. There is an enclosed garden for outside play. Parking is available on the drive and in the immediate road outside the house. The childminder walks or drives to local schools and pre-schools to take and collect children. The childminder attends the local toddler group and local childminding group. 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 her husband.

What the setting needs to do to improve further

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

- develop and use a range of objects in various textures and weights to further excite and encourage babies' and toddlers' curiosity and sense of discovery.

Inspection judgements

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

Children make good progress in their learning and development. This is because the very knowledgeable and skilled childminder supports children's progress and development extremely well. The childminder fully understands how to best implement the Early Years Foundation Stage. In discussions with parents, the childminder introduced a secure, interactive software package which enables them to have regular access to their children's individual learning journey. The completion of observation and assessment enables the childminder to plan specifically for the individual needs and interests of each child to support progression. In addition, parents are kept well informed of their child's ongoing progress and can continue to enhance their children's learning at home.

The quality of teaching is good. The childminder skilfully supports children's learning by effectively interacting with them, ensuring that, from an early age, children's play is purposeful. The childminder asks children questions that encourage conversation. When reading stories to children she encourages them to identify characters within storyline, asking them what they think they might be doing. Young children excitedly respond chatting happily about what will happen next. As a result, children develop their thinking skills and make good progress in their communication and language development.

Children learn how things grow through planting tomatoes and beans in the garden. The childminder encourages them to watch them grow over a period of time, monitoring and recording how high the beans will grow. They excitedly recreate the story of 'Jack and the Beanstalk' in imaginative play. Children show great problem-solving skills. For example, when playing with the train track, they are able to work out that they need to turn the pieces around if it does not fit. These resources enhance children's awareness of solving problems as well as supporting their mathematical skills. As children chalk on boards in the garden, they notice snails on the wall. The childminder seizes this opportunity to talk to children about the snails and their habitat. She is skilled at using children's changing interests to help them learn. As a result, children benefit from activities that promote their early writing skills and their creative development, while learning about the natural environment and living things.

Children have countless opportunities to take part in many activities that support their creativity. For instance, they explore sand, paint, dough and cornflour mixed with water, known as 'gloop'. These activities support children's developing small muscle skills as well as enhancing their sensory skills. However, young children do not always have opportunities to explore different textures when playing with everyday objects, to fully support their developing sense of discovery. Overall, children are showing good levels of concentration and interest in all that they do. Consequently, they are acquiring the skills they need to move on successfully in their learning and eventually to school.

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

The childminder is highly motivated and places a strong emphasis on meeting children's and families' individual needs. This enables her to provide a fully inclusive and homely setting where children feel exceptionally secure. Children form very secure attachments with the childminder and her family. This helps them feel safe and settled in her care. The childminder has a very caring and kind manner which creates a welcoming atmosphere, enabling children to learn through their play experiences. The childminder gathers a wealth of information from parents about their children's routines, needs and abilities. This enables her to tailor her care to meet each child's individual needs. The childminder has developed clear routines, which means young children understand about rest times. Consequently, children's well-being is very well supported because their physical requirements for rest are addressed, and this allows them to be ready for active play and learning.

The childminder sets out her home thoughtfully, enabling children to play with stimulating and challenging toys and resources. Children freely select from the good range of toys and resources on offer. They are able to find what they wish to play with, as the majority of the toys are stored in low-level cupboards or in attractive containers. Picture labels help children identify and make choices about what they want to play with. The childminder is very aware of children's favourite toys and she sets these out ready for their arrival. This helps them to settle quickly into their day and develop their own play.

Children behave well because the childminder helps them to understand the consequences

of their actions. For example, she explains that they must share toys with their friends. Children are actively included in all routines. For example, the childminder gives them clear directions about how to help tidy up and wash their hands and they readily participate in this task, understanding why they need to tidy away before meal times. The childminder talks to children about walking together and listening to instructions to keep themselves safe when on outings.

Children enjoy outdoor play, which effectively promotes their physical development and ensures that they get plenty of fresh air and exercise. Children go on many outings within their local community such as parks, petting farms and local woodlands to explore nature. They demonstrate good independence in their self-care skills. The childminder consistently chats to children, including them in conversations, hence they become confident speakers. She talks to young children about the importance of eating healthy food options and washing their hands before snacks and in preparation for meal times. Children brush their teeth after mealtimes developing their understanding of good oral hygiene. Children respond positively to the childminder's calm and approachable manner. The childminder has a good understanding of health and nutrition for young children. She prides herself on providing well-balanced home-cooked meals and snacks, which are freshly prepared taking into account children's individual dietary needs and parent's preferences.

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

The childminder has a good awareness of her responsibilities in ensuring her provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She fully understands her responsibilities and the procedures to follow if she should have any concerns about a child in her care. She makes sure all of the required documents that promote children's well-being are in place and shared with parents. Risk assessments are thorough for all areas indoors, outdoors, in the car and on outings, helping to minimise any potential risks to children. Consequently, the childminder effectively safeguards children. The childminder has a good knowledge of the learning and development requirements, including how to support children to become active learners. She plans a stimulating range of activities to support children in their play and learning. The childminder demonstrates a strong understanding of the requirements for a progress check for two-year-old children and how to complete this in partnership with parents.

The childminder fully understands the importance of continuous professional development and has attended courses to become a Forest School leader. She holds a teaching qualification and is a local authority network childminder. She regularly attends childminder groups with her co-minder to share good practice, which has a positive impact on children's care and learning. The childminder has recently updated her safeguarding policy to include improved procedures to collect children from nursery and has made changes to the home environment. Therefore, the childminder evaluates her practice demonstrating her commitment to ongoing improvement.

The childminder provides parents with a wide variety of information and they complete

appropriate records and consents regarding their child. The childminder displays relevant information for parents enabling them to easily view registration details and qualifications. This supports the operations of the setting enabling her to develop and maintain a professional relationship with parents. The childminder keeps parents fully informed about their child's day and their achievements through discussions on a daily basis. In addition, she shares monthly newsletters which include tips and ideas on activities that parents may wish to complete with their children at home. This helps to ensure consistency in children's care and learning. She requests parents' feedback and these show their delight and complete satisfaction with the service that the childminder provides. Parents comment they are very happy with the care and education their children receive. The childminder has developed close links with other professionals to ensure a coordinated service. In addition, the childminder has full developed relationships with other early years settings that the children attend. This fully supports consistency in children's learning and development.

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	EY393676
Local authority	Surrey
Inspection number	977525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	05/11/2009
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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