

Inspection date	04/07/2014
Previous inspection date	11/10/2013

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 provides interesting and challenging activities that promote children's learning effectively and she plans well for their next steps in learning. Therefore, children make good progress given their starting points.
- Children are well behaved because the childminder uses effective methods to promote good behaviour.
- The childminder has a very good knowledge of safeguarding matters to ensure children are kept safe at all times.
- Partnerships with parents are well developed and there are good systems for sharing information that contribute to consistency of care for their children.

It is not yet outstanding because

- There is scope to enhance the already good creative activities by providing ideas on what children can do with different media.
- There is scope to enhance parents' involvement in supporting their children at home, to promote a shared approach to enabling children to make the very best progress.

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 held discussion with the childminder and spoke to the children throughout the inspection.
- The inspector observed activities in the lounge and viewed children's progress records.
- The inspector sampled a number of safeguarding procedures including child protection and risk assessments.
- The inspector took into account the views of parents through reading correspondence shared by the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2005. She lives with her adult and school aged children in Smallfield, Surrey, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding; some children sleep upstairs. There is a garden for outdoor play. The childminder is currently minding one child in the early years age range. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups regularly.

What the setting needs to do to improve further

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

- develop ways to help parents understand about their children's learning, for example, by ensuring information exchanged includes what they have learnt and how this can be extended at home

- increase the range of resources and activities to support children's creative skills.

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 experienced childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Overall, the childminder plans a good balance of adult-led and child initiated activities to promote children's learning across the educational programme. The childminder observes children as they play, which helps her to plan specifically for their individual needs and interests to support progression. The childminder routinely reflects on the progress children are making to ensure they are working within their expected developmental stages, and to inform future planning.

The childminder is committed to building positive relationships with parents. She shares her observation records with parents and invites them to contribute to their children's learning experiences. In addition, the childminder provides parents with a summary of their children's development. However, there is room to enhance the exchange of information with parents to support learning in the home, to promote fully consistency between the home and childminding environment. The childminder has not yet had the need to implement the required two-year-old progress check. However, she understands her responsibility to complete this review and share relevant information with parents about their children's learning and development.

Children thoroughly enjoy their time with the childminder as she fully supports their chosen play experiences by becoming actively involved. For example, as children explore small world family characters the childminder supports them in acting out different play scenarios. Children place family members around the play house, sitting them down at the table to eat. The childminder asks children lots of open ended questions such as 'can you find?' and 'what do you think they will like for lunch?' Therefore, teaching ensures children are interested and fully challenged in their learning. To extend learning further the childminder suggests the characters play in their garden or visit the park and this result in children sharing home experiences. This supports children's critical thinking, communication and language skills well.

Children relish looking at books; they snuggle in next to the childminder, eagerly listening to the story. The childminder effectively develops their listening skills by asking them to find different items in the storyline. Children excitedly find socks that are pink and carrots that are orange, confidently counting and naming colours. The childminder introduces jigsaw puzzles and children enjoy the success of solving problems when fitting shapes into the correct space. The childminder plans interesting creative activities, offering children a wide range of resources that support children in expressing their ideas, such as crayons, pencils and painting. In addition, children enjoy further creative activities at the groups they attend. However, there is further scope to provide resources for example, combining and joining things together to offer children further challenges. The childminder introduces songs as children play and they excitedly dance and play musical instruments, which supports their creativity and imaginative play. Due to the exciting range of activities and learning opportunities available to the children, they are prepared well for moving on to school.

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

Children develop warm and trusting relationships with the childminder as they actively respond to her caring and reassuring approach. Her positive approach and frequent use of praise and encouragement promotes children's confidence and behaviour effectively. The childminder takes an interest in all that children say and do. She offers lots of praise, such as telling children how well they have done or thanking them for helping. Consequently, children are very happy and enjoy spending time in the childminders care.

The home environment is safe and secure, and through a strong understanding of safeguarding, children are able to play safely and securely, knowing the childminder is close by, ready to support them. Children demonstrate that they know the house rules when they suggest putting some toys away or we might fall and hurt ourselves. Children access a wide range of good quality toys and resources and these fully encourage them to make independent choices in their play and learning.

Children go out on a daily basis to visit friends, toddler groups or parks. This means that they get plenty of fresh air and exercise to support their good health and a healthy lifestyle. They are able to access equipment, such as large climbing and balancing

equipment, swings and slides that help to promote their physical skills when visiting the park. They enjoy special outings to children's farms where they experience looking at and feeding farmyard animals. Visits to toddler groups enable children to develop confidence in new experiences and to help them socialize with others. Children are provided with nutritional snacks and meals. Lots of conversations take place about where food comes from, what food is good for us and what foods we must eat in moderation. Children learn suitable hygiene habits as they wash their hands before eating and after visiting the toilet.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She uses this awareness to support children's well-being extremely well. The childminder is clear about her role and responsibilities regarding child protection and safeguarding children. She uses the Local Safeguarding Children Board documents as the basis for her own safeguarding policies and procedures. Effective risk assessments and daily visual checks are in place to ensure the children's safety around the home, garden and on outings, therefore minimising risks to children and keeping them safe in her care. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first-aid certificate.

The childminder has suitably addressed the recommendations from the last inspection. She has improved her knowledge of the learning and development requirements of the Early Years Foundation Stage. She has introduced new ways of tracking and monitoring children's progress. The childminder demonstrates a strong understanding of the requirements for a progress check for two-year-old children and knows to complete this in partnership with parents. The childminder is reflective and continues to develop her practice. She has evaluated her service, identifying areas for development. For example, she has arranged to attend local authority training on observation and assessments to further improve outcomes for children.

The childminder has developed positive relationships with parents. The completion of a daily diary and end of day discussions keep parents fully informed about their children's care and achievements. The childminder provides parents with a variety of information and they complete appropriate records and consents regarding their children's care. The childminder displays relevant information for parents enabling them to easily view registration details, public liability insurance and first aid. This supports the operation of the setting, enabling her to develop and maintain a professional relationship with parents. Parents comment that they are very happy with the care and education their children receive. The childminder has established good links with local schools to ensure older children receive the support they need and benefit from continuity in their care and learning.

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	EY313581
Local authority	Surrey
Inspection number	961732
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	11/10/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

