

Inspection date	03/07/2014
Previous inspection date	28/06/2011

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 stimulating and caring home environment for children.
- The childminder follows children's individual interests in play and activities and provides a good range of home-based play and outings.
- The childminder make effective use of the community and local resources to provide varied play opportunities which also help children gain confidence in mixing in a larger group.
- The childminder uses self-evaluation effectively to reflect and identify where she wants to make improvement and uses ongoing training to increase her knowledge.

It is not yet outstanding because

- The childminder does not make full use of resources to support children's understanding of themselves and the world around them.
- There are fewer good opportunities for parents to be actively involved in their children's 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 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 inspection time with the childminder observing her, her assistant and the children she was caring for.
- The inspector took into account the views of parents through letters they had written and left with the childminder.
- The inspector viewed some documentation, electronic records and children's information and development records.
- The inspector shared ongoing discussion and joint observations with the childminder during the visit.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two adult children in Staines, Surrey. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder holds a National Vocational childcare qualification at level 3. She works with an assistant. The childminder is currently caring for 12 children on a part-time basis, of whom six are in the early years age group. The childminder receives funding for children aged two years. The childminder drives to local schools to take and collect children.

What the setting needs to do to improve further

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

- develop the use of pictures and personalised resources to further support children's understanding of the world around them and each other
- develop a range of practical activities, suggestions and ideas to encourage parents' involvement in their children's learning.

Inspection judgements

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

The childminder creates a child-centred, stimulating home environment to meet children's needs. She plans and provides a varied and interesting range of play experiences which reflect children's individual interests and stages of development. The childminder provides a good quality of teaching. She involves herself in children's play, encourages a relaxed, sociable atmosphere and provides constant reassurance, especially to younger children, recognising they need more of her attention at times. This helps children build confidence and prepares them well for the next stage in their learning, such as moving to nursery or school. As a result children make good progress in their learning and development given their starting points.

Children are happy, articulate and animated in their conversation. They learn from each other with older children helping their younger friends. For example, younger children copy their older friends sitting themselves at the table for lunch. They watch and learn, imitating their table manners, how they eat food and learn to listen to each other. The childminder encourages children's conversation over lunch; they chat about their morning

visit to a soft play area, their families and what they are eating. This encourages and supports children's communication, language and social skills. This also provides additional support if children are learning English or any who may have any speech and language delay.

After lunch the childminder asks children if they want to play outside in the garden. All children are excited by this suggestion and rush outside. They use their physical skills develop their coordination, and explore their environment. For example, older children use their legs and body weight to push themselves higher on the swing, feeling the wind and sun on their faces. They balance their weight on scooters, using one foot to propel themselves forward and gain speed as they navigate space. Younger children are helped by the childminder to jump on a small trampoline. The childminder describes their actions by saying 'jump, jump, well done' as they do so. This helps children link the word to their actions and take pride in their achievements. Children talk animatedly and constantly. They describe what they are doing and are pleased when they achieve a skill. For example, children attempt to place a ball through a child-height basketball net. Carefully they position the ball, initially placing it into the net. They describe why they do this 'I put it there because I can't throw it?. I can do it this way'. Gradually children increase their confidence and experiment by throwing the ball from a short distance, repeating their attempts, until they are successful and the ball drops through the basketball hoop. This helps children use their concentration and develop a sense of achievement when they persist, practise and achieve a skill.

The childminder provides a good range of play materials and resources to support children's play and investigation. A selection of which are set out creatively in the playroom and the garden. A bughouse is mounted on the garden fence to attract a variety of insects, to help children learn about the world around them. Toy ducks and fishnets are set out in an empty water container for children to catch the ducks in the fishing nets. However, the childminder does not make effective use of pictures and personalised resources to extend children's learning. For example to encourage their recognition and naming of the insects using the bughouse and discussion about their own and each other's families.

Children work together and are learning to take turns during games, such as throwing bean bags into large hoops set out on the grass. They sit in a small group on the grass chatting and talking about what they are doing with the childminder's assistant. This encourages children's social skills, understanding of turn taking and physical dexterity. Children use numbers, shape and discuss patterns as they throw the bean bags into the hoops. They talk about what they are doing saying 'I got four in' and counting '1,2,3,4,5,6,7'. Children then sort the bean bags into different colours, describing 'that's red' and 'we have four yellow ones'. Younger children watch and learn, repeating the words of the colours their older friends are naming. This helps children develop their vocabulary, understand the simple sorting of objects into groups and the pattern of numbers, as they hear their friends counting.

Children share strong bonds with the childminder and demonstrate they feel very safe and secure with her. For example, they frequently use her name, ask questions and call for her help when needed. They receive encouragement, praise, share laughter, giggles and have fun. Younger children in particular receive cuddles and close physical reassurance from the childminder. This helps them gradually develop confidence and encourages them to become independent learners. Children behave well as they are busy and interested in what they are doing. The childminder provides duplicates of some popular toys, such as fishing nets and scooters. As a result there are few disputes over sharing. Children show an understanding of their own and other's safety. They use toys and utensils appropriately and with care, move around safely and respond to the childminder's reminder to slow down on the swing when younger children are nearby.

Children have access to outdoor play daily in the childminder's garden and on frequent outings to places of interest, parks, farms and local childminding groups. This provides good opportunities for children to develop confidence in a larger group of children and encourages their physical development, good health and enjoyment of the outdoors.

Children understand the daily routine. They show awareness of their own health and hygiene, asking for the toilet, reminding each other about hand washing and asking where the wet wipes are to clean their hands. They help themselves to frequent drinks, enjoy the healthy snacks the childminder provides and their lunch of sandwiches. Children are developing skills such as learning to take turns, socialising in a small group away from their family and increasing independence. These skills help to prepare them emotionally for changes, such as the move to nursery or school when the time comes.

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

The childminder understands her responsibilities regarding safeguarding and child protection. She and her assistant have attended safeguarding training this year, to ensure they keep up to date with relevant information and procedures. They are both aware of the action to take if concerns regarding children's welfare arise or an allegation is made relating to one of them. The childminder ensures children are supervised appropriately by her and her assistant, enabling them to play and explore safely. The childminder uses risk assessments effectively in the home and on outings to monitor safety and keep children safe.

The childminder understands her responsibilities in meeting legal requirements and demonstrating her continued suitability for registration, including regarding taking medication or other substances. For example she knows she must establish her assistant's suitability through their registration process with Ofsted. She is aware of informing Ofsted of any changes, making sure any unvetted persons are not left alone with children and monitoring that she is meeting requirements. The childminder understands the maximum numbers and ages of children she can care for when working alone and when working with her assistant. She deploys her assistant appropriately to make sure children are

supervised and the required ratios maintained.

The childminder observes, monitors and assesses children's development and progress effectively. She records information on a secure electronic system which automatically informs the child's parents as she uploads the information. She uses a tracker system to monitor how well children are making progress and to identify their next developmental steps. For example introducing numbers into play activities to encourage young children's understanding of linking numbers to objects. For older children, the childminder provides stepping discs with higher numbers on, which are also written in French. Children hop on and off these, counting one to 10 and then counting backwards from 10. This helps older children with simple calculation, and counting in reverse and helps them recognise names for numbers in another language. The childminder has started the process of using her observations to contribute to the required progress check for two-year-old children as they reach this age range.

The childminder uses self-evaluation effectively to reflect on her practice and identify future development. For example her training records reflect an ongoing commitment to developing and increasing her knowledge over many years. The childminder has recently started working with an assistant, and refers to how she and her assistant are learning from each other. She is in the process of completing the local authority quality assurance scheme which involves external evaluation of her practice. The childminder also regularly attends the local authority providers' cluster meetings to keep herself up to date. Some areas the childminder identifies she needs to develop are her skills in communicating with parents about their role in children's development and providing additional nursery rhyme books to broaden the range of rhymes and songs she uses with the children.

The childminder collects children from a local school and is aware of the need to share information with other settings and professionals to support children's learning. She helps children prepare for the move to school by involving them in the daily school run, ongoing discussion about their move to school and their daily interaction with the school children she cares for.

The childminder builds strong relationships with parents who praise her care of their children highly. Parents describe the childminder as friendly, professional and approachable. They say they are very pleased with the care she provides, feel lucky to have found her, and their children are very happy in her care. Parents praise the wide range of activities, outings and play experiences she provides, her professionalism, and how well she shares information with them about their children's development. The childminder has made some efforts to involve parents in children's learning and in contributing to their development records. However the childminder has not taken full advantage of these to develop a range of creative ways to encourage parents' involvement, taking into account individual time constraints and commitments.

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	116064
Local authority	Surrey
Inspection number	965904
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	28/06/2011
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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