

Inspection date	16/07/2014
Previous inspection date	05/11/2013

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 warm and secure relationships with the children in her care. As a result children are happy, settled and motivated to explore and play.
- The childminder works closely with parents. This enables good daily communication for parents about the learning and well-being of their children.
- The childminder has a thorough understanding of the learning and development of the children and adapts her practice to meet their individual needs.
- Young children are developing good communication and language skills because the childminder provides consistent levels of interaction.

It is not yet outstanding because

- The childminder does not make the most of learning opportunities to extend children's understanding of the world, such as discussing why things happen and how things work.

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 gathered parents' views through questionnaires and verbal discussions.
- The inspector spent time during the inspection observing the childminder and children's interaction indoors and in the garden.
- The inspector sampled policies and procedures, children's documentation and developmental progress report.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and two school-age children in Stanwell, Middlesex. The ground floor of the home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll. The childminder supports children who learn English as an additional language. The childminder is able to take children to and collect children from local schools. The family has a dog.

What the setting needs to do to improve further

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

- enhance children's understanding of the world through extended discussions to include why things happen and how things work.

Inspection judgements

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

The childminder has good knowledge about the Early Years Foundation Stage learning and development requirements. She uses her knowledge effectively to ensure children enjoy a varied range of activities that provide interesting and challenging experiences across all areas of learning. The childminder is actively involved in the children's play and this motivates and sustains their level of interest. For example, she joined in with children as they filled trays and bottles with water and aqua beads. She listened to children's comments and encouraged them in their exploratory play as they investigated different objects. Children develop their attention and listening skills as they respond to questions from the childminder. For example, she asked which colours the children had and how many beads they could count. The childminder also incorporates counting in routine activities such as counting out pieces of fruit at snack time. As a result this extends children's counting and number skills. The childminder reads books with children for pleasure and as a relaxing activity. This supports children's early literacy skills.

The childminder uses her observations effectively to inform planning. As a result, she adapts learning experiences to meet children's individual needs and identify their next steps for learning so they make good progress towards the early learning goals. Detailed assessments ensure that the childminder closely monitors progress and offers learning activities that are appropriate to children's ages and stages of development. For example, she extended a water activity for more-able children to include measuring volumes of water and used words such as more and less. Although children begin to gain an awareness of other cultures through the display of some poster, there are fewer resources

to fully develop and extend their understanding of the wider world. The childminder does not always extend understanding the world through discussing how things work and why things happen, such as why they need to drink cold drinks on hot days.

The childminder offers an inclusive service that promotes equality and diversity and she supports children learning English as an additional language well. For example, she values the home language of the child and uses key words reinforced with spoken English to strengthen children's confidence and language skills. Play in the garden reflects the seven areas of learning and offers some resources to develop children's physical skills further. For example, children had fun and liked to bounce on the trampoline. The childminder focuses teaching and learning on the prime areas of physical development, communication and language, and personal, social and emotional development. However, she is also including the specific areas of learning when these apply. For example, the children accompany the childminder to a physical movement toddler group which also facilitates children developing their creative and imaginative skills. All children are making good progress towards the early learning goals given their ages and stage of development. The childminder supports them in their progress in all areas of learning; as a result this has a good impact on all children. The childminder evaluates children's starting points by talking to parents in detail about their children's interests and through observations. She plans interesting activities for the children given their ages and makes regular ongoing observations to identify their next steps for learning.

The children also enjoy getting messy during painting and gluing sessions. The younger children enjoy the feeling of paint on their fingers. These activities develop their large and small muscles and their physical skills. The children also accompany the childminder to the local children's centre to take part in messy and physical play activities there. The childminder is able to demonstrate how she will help children become ready for any changes in their learning, for example attending other settings and moving on to school.

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

The childminder uses effective care practices to help children feel emotionally secure by welcoming them in her home. She offers comfort and cuddles to all children when they indicate they need it. She plays consistently well with the children and helps them to enjoy their play by joining in with them to challenge their learning. Children demonstrate they are happy in the setting through their attitudes and expressions. The childminder has a good impact on the children's social lives as they accompany her to a variety of settings to meet others. The childminder has built good links with local childminders and children enjoy building friendships with other children. Consequently, this helps children when they move to school with the friends they have made through the contact with other childminders. As a result the children are developing confidence in how they interact with others.

The childminder teaches the children basic rules for behaviour, such as sharing toys and being kind to each other. She models good manners using please and thank you with the children. As a result children are well behaved. Children are also developing independence

as the childminder encourages them to feed themselves, wash their own hands and tidy after themselves so they develop good personal care skills.

Children are happy and familiar with the daily routines which meet their physical needs. For example visiting other settings in the morning, returning for lunch and resting or enjoying free play in the afternoon. The childminder takes the children to a weekly active tots session to encourage physical movement through dance and exercise. The childminder is also growing fruit and vegetables in the garden such as tomatoes and taking children to the allotments to pick strawberries. As a result of her practice children develop an understanding of how to have a healthy lifestyle. During warmer weather children become sun aware and are encouraged to drink more, helping to develop their understanding of looking after themselves and leading a healthy lifestyle. There are opportunities throughout the day for restful and energetic activities, such as sitting quietly and looking at books with the childminder to support children's physical and emotional well-being.

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

The childminder shows she has a good knowledge of safeguarding issues and takes her responsibility seriously to protect children's welfare. For example, she and her husband have undertaken suitability checks and safeguarding training. As a result she is aware of the procedures to follow regarding any concerns for a child's welfare. She keeps her regulatory paperwork up to date. For example, her child record forms contain all the relevant personal information on the children and the childminder knows to keep all old forms for the required minimum period of two years.

The childminder uses her secure knowledge of the children to plan and deliver her educational programmes for children. She is effective in using good accurate observations and assessment of the children in her care to plan further activities to offer them challenge and support their interests and needs. All children are developing as expected and no interventions have been necessary to address any children's additional needs.

The childminder demonstrates a good understanding of the importance of partnership working with others. The childminder works very well with parents. She keeps them informed of the daily activities their children participate in. She also talks to parents about the activities they could do at home with children in order to provide consistency as well as helping them to be engaged in their children's learning. Parents receive detailed information about the childminder's policies and procedures through the online learning journey. The childminder uses the parents' views to conduct a good evaluation of the setting to help her drive improvement in her provision and the outcomes for children. She also uses comparisons of processes used by other local childminders to assess her own procedures. She has already made some changes to her observation recording system. This has had a good impact on the children's development as she is now able to assess more than one area of learning at a time. She has taken appropriate action to meet previous recommendations. This demonstrates that the childminder is able to make

positive changes to improve outcomes for children.

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	EY285367
Local authority	Surrey
Inspection number	960344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	05/11/2013
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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