

Inspection date	20/08/2014
Previous inspection date	20/10/2009

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 has a good understanding of how to meet the safeguarding and welfare requirements and as a result, children are safe and well protected in the setting.
- The childminder has developed very positive relationships with parents, which effectively support continuity of care, learning and development.
- The childminder manages children's feelings and behaviour very well. This positive approach supports the children to deal with their emotions and behaviour.
- Children are happy, content and secure as a result of the bonds they have formed with the childminder.

It is not yet outstanding because

- There is scope to extend opportunities to share information with other early years settings that children also attend to further support their development.
- The environment is not consistently rich in print, signs, labels and symbols to help young children develop skills and interest in the meaning of words and numbers.

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 2009. She lives with her husband and two children in Peaslake, Guildford, Surrey. The ground floor of the home is available to children for play. Toileting facilities are available on both levels of house. Sleeping facilities are available on the first floor and there is a garden available for outside play. The childminder's provision operates from Monday to Thursday for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from the end of the early years to 11 years. The childminder walks to local schools and pre-schools to take and collect children. She attends the local parent/toddler group. There are currently five children on roll, all of which are in the early years age range.

What the setting needs to do to improve further

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

- strengthen partnerships with other early years settings that children also attend, to enable an effective two-way flow of information. Use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- develop the opportunities and experiences available in the learning environment to help young children gain skills and interest in the meaning of words and numbers.

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 learn through play and what she can do to support their development. She has worked very hard to ensure that the activities and experiences she offers reflect children's interests and provide breadth across all areas of learning. Furthermore, she carefully considers next steps in learning and plans to meet individual needs. As a result, children make good progress. Children confidently access resources and develop their independent play for prolonged periods. The childminder knows when to step into children's play, recognising when they need help or when she can extend their learning. Her interaction does not unnecessarily interrupt children's play. Consequently, children can fully explore and investigate their individual interests and are motivated and focused learners. The childminder chooses to use resources, which support development of a variety of skills. For example, the children enthusiastically colour letters of their name, an activity that she has planned primarily to support children's literacy skills. However, she knows that it also provides them with the

opportunity to practise colour recognition and phonics as they take part in fun activities. These activities effectively develop valuable skills in readiness for school.

Teaching is good. The childminder provides a language rich environment. She values talk and encourages children to share their needs, ideas and thoughts verbally. For example, the childminder skilfully supported children to recall and sequence events and to describe their feelings as they shared their memories. There is a wide range of interesting books easily available for children to look at and to share. However, the childminder has not thought of displaying letters, numbers or signs to support children's learning further. The childminder is aware of the importance of giving children time to talk. She positions herself at their eye level, smiling and nodding encouragement as they speak to her. As a result, children are confident at expressing themselves and make good progress in communication and language. The childminder asks lots of open-ended questions to develop their thinking skills. The childminder shows a good understanding of the importance of working in partnership with parents and other professionals to support children with specific needs

The childminder has developed good systems for observation and highlighting children's next steps in their development. Observations include photographs so that parents can see their children at play. She plans for children's next steps well to ensure there are no gaps in learning. The childminder uses this information to plan activities and experiences to meet individual needs. The childminder clearly understands that she must complete the progress checks for two-year-old children when she is required to. Partnerships with parents are good. The childminder shares information about learning, development and care when parents drop off and pick up children from the setting. This ensures that she meets children's needs, celebrates achievements and that learning is well supported at home and in the setting.

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

The childminder provides children with a warm, welcoming and enabling environment, which supports their development and well-being. Children know the childminder very well and they greet each other warmly. This helps children to form positive relationships and very secure emotional attachments. The childminder knows the children extremely well. This is because of the well-established relationships with parents and through the effective sharing of information regarding the children's needs. Children clearly thrive and grow in confidence in this trusting environment. The childminder has high expectations of the children and she supports them well in all aspects of their development. Children are able to make independent choices. Resources are safe and accessible. For example, children chose which materials they needed for a craft activity, which book they wanted to read and accessed the pretend play resources themselves for a freely chosen activity. As a result, children acquire the skills they need to be ready for the next stage in their learning.

Children are developing their independence well. For example, they know they need to wear a sun hat when it is hot and sunny. They independently access the downstairs bathroom, confidently washing their hands after using the toilet. The childminder asked

children at snack time which foods they would like to eat. The childminder guided them to what foods would be suitable from their lunch box to have as a snack and which foods they can eat at lunchtime. One child decided to have fresh fruit while another decided to have a yogurt. This means that children are developing their skills in making healthy choices and being independent.

The childminder manages children's feelings and behaviour very well, this positive approach supports the children to deal with their emotions and behaviour. Children respond well to the boundaries in place and as a result, children's behaviour is very good. Children are very kind to one another. For example, older children understand that younger children are learning how to share and take turns and that they need more support from the childminder. This means that the children receive effective support in making the move from home to the setting. Children are encouraged to consider risks and their own safety. For example, the childminder explained that younger children must not touch the scissors. The children are happy to place the scissors out of harm's way so that there are no accidents. When walking to and from school, children learn how and where to cross the road safely. This means that the children are beginning to learn about how to keep themselves safe.

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

The childminder demonstrates a good knowledge of how to effectively protect and safeguard children in her care and knows the procedures to follow if she has any concerns. The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a detailed range of written policies and procedures, which she successfully implements on a daily basis. For example, appropriate documentation is in place to record children's attendance. The childminder completes risk assessments for the indoor and outdoor environment. This positively helps to minimise hazards to ensure children are safe and secure. She organises all records well and relevant parental permissions are in place to ensure children are well cared for by the childminder. The childminder has attended relevant training in safeguarding and first aid to ensure she effectively protects children's health and safety.

The childminder ensures that children access all areas of learning through taking part in fun and enjoyable activities. This is through effective monitoring and evaluation of the educational programmes she offers. Self-evaluation is effective as the childminder regularly reflects on her daily practice and strives for continuous improvement. She can clearly identify her strengths and areas for future development to enhance opportunities for children. The childminder is committed to her own professional development by identifying her training needs. For example, she has booked a new first aid course and a safeguarding course to ensure that she remains qualified to care for children.

There are good partnerships with parents as the childminder works closely with them to ensure there is a shared approach to support children and their individual needs. Parents make comments such as; 'we would highly recommend her to anybody that is looking for

a childminder who has a very welcoming home environment, who is loving, caring and extremely vigilant about the safety of children. She is extremely efficient and would cater for your child's every need as she has done for ours'. Parents also comment about how informative and helpful the daily diary sheets are so that they know how their child has been throughout the day. However, partnerships with other early years settings that children also attend are less secure. This does not fully support consistency and continuity in children's care and education. The childminder has contact with the local authority and other professionals to discuss best practice and further support children in their 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY392456
Local authority	Surrey
Inspection number	815998
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/10/2009
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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