

Inspection date	21/08/2014
Previous inspection date	14/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, content and enjoy attending this relaxed and homely setting.
- The childminder teaches children to be independent, as they are encouraged to put on their own shoes and choose their activities.
- The childminder works well in partnership with parents. She gathers information about each individual child, which results in them settling quickly with her.

It is not yet good because

- The childminder has a lack of understanding of how to provide parents with a progress check when their child is two years old.
- Occasionally, the childminder does not allow enough time for children to respond to questions to further develop their critical thinking skills.
- 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 2007. She lives with her husband and family in Woking, Surrey. Childminding takes place on the ground floor of the home. Toilet facilities are on the ground floor, and children sleep upstairs as required. There is a garden available for outside play. The childminder's provision operates from Monday to Friday, 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 three children on roll, all of whom are in the early years age.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure you conduct progress checks for children aged between two and three, review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas of learning.

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

- enhance children's critical thinking skills by allowing them enough time to respond to questions throughout their activities
- develop the learning environment by making it rich in print, signs, labels and symbols 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 an inconsistent understanding of the learning and development requirements of the Early Years Foundation Stage and as a result, children are making satisfactory progress. For example, the current system she uses to observe children's progress does not include an effective system to monitor how children are progressing. As a result, she has failed to produce progress checks for children who are two years old, which is a breach of a legal requirement. Nonetheless, the childminder has a satisfactory understanding of how to promote children's learning and development and recognises that

they progress at different rates. For example, the childminder is able to identify some progress the children make. She is starting to identify children's next steps in their development. The childminder involves parents in their children's learning and development and helps them to continue this at home. The childminder also gathers sufficient information from parents about some of the children's starting points. This information helps the childminder to take into account what each child already knows and can do when planning for their development.

Children are happy, content and enjoy attending this relaxed and homely setting. They enjoy a variety of play opportunities planned around their interests and play preferences. The childminder provides a suitable range of resources that are developmentally appropriate and enhance children's play. Children enjoy craft activities where they learn how to squeeze glue onto their paper. They use pom poms and stickers as they make pictures of aliens. They spend considerable time peeling off the backing paper of the stickers before arranging them on the paper. This helps children's dexterity as well as providing them with activities to promote their creativity. The childminder interacts well with them and promotes children's communication and language skills well. She engages in constant discussion as they play, asks a variety of relevant questions, and models language. However, occasionally, the childminder does not allow enough time for children to respond to questions throughout their activities to further develop their critical thinking skills.

Children are confident in the childminder's home and show good levels of independence for their ages and stages. Children are engaged in activities and encouraged to choose from an interesting selection of resources that are easily accessible. They use their imagination well as they build a sea wall and a boat using large building blocks. They talk about who will sail the boat and where it is sailing. Children enjoy singing and dancing with the childminder and there is lots of laughter because the childminder interacts well to ensure all children are having fun. As a result, children are increasing their knowledge and skills to help promote their readiness for their next stages of learning and on to other settings or school.

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

The childminder obtains information about children's routines and needs before they start. She shares information each day with parents about what children eat and their well-being, so that all their needs are met. She works closely with parents at specific developmental stages, such as working together on potty training and children's personal care routines, so that they benefit from consistency and feel emotionally secure. Children form close bonds with the childminder as she is very caring and provides a very happy and homely environment where they enjoy their time. Children are confident to choose activities and ask for toys they need. They enjoy playing alongside the childminder and engage well in the activities.

The childminder provide healthy snacks and meals, and talks with the children about the importance of eating fruit and vegetables. Children can access drinking water at anytime

and the childminder is very aware of their needs. She ensures younger children have plenty of water and all children are active outdoors each day. They visit the local environment and use the many resources in the garden. Children's dietary requirements or allergies are discussed fully when they first start and on an on-going basis. The childminder observes good hygiene practice when preparing food or changing nappies, which ensures children's health is well protected. The childminder teaches children to be independent, as they are encouraged to put on their own shoes and choose their activities.

Behaviour is very good and the childminder teaches children to be kind and to share the toys. They help to tidy up and are careful with the toys and resources. The play environment is rich in print to help children make connections with letters and words. However, there are no numbers displayed to help children's understanding further. Transitions when children move to pre-school are managed smoothly, helping children to become emotionally secure. She prepares children well by talking to them about what they will do at pre-school. The childminder helps children to become used to using the toilet and wash their own hands when they are ready to. This increases children's independence, so they are ready for their move to another setting. Children learn how to keep themselves safe through learning how use small tools such as scissors and spatulas during craft activities.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She has attended safeguarding training and has a sound understanding of her responsibilities in protecting children. The childminder understands the signs that indicate a child may be at risk of harm and has a clear safeguarding procedure to follow. As a result, the childminder promotes children's welfare, which helps to protect them from harm. She gives parents a copy of all of the policies and procedures that underpin the service she provides, which keeps them well informed. The childminder keeps a record of her risk assessments and daily visual checks help to ensure children are in a safe and secure environment. The childminder has an up-to-date first aid certificate. This helps to ensure that she is able to deal with accidents and the procedure to follow should a serious incident occur or if a child became seriously unwell.

The childminder has met the actions raised at her last inspection, showing her on-going commitment to making continuous progress. She is developing the systems for self-evaluation. She regularly asks for feedback from parents about their views on her provision. In addition to this, she also asks children what their views are so that she can tailor activities to suit their current interests. The childminder ensures that she covers all seven areas of learning through providing fun activities that the children clearly enjoy. However, systems to monitor and assess children's progress are not yet robust enough to ensure children are making good progress.

The childminder works well in partnership with parents. She gathers information about

each individual child, which results in them settling quickly with her. A daily diary informs parents about their child's day and how they have been and what they have enjoyed doing. Parents' written comments read during the inspection reflect complete happiness with the care and learning their children receive. The childminder understands the importance of making partnerships with other early years settings that children also attend. This helps to provide continuity of 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. 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	EY355450
Local authority	Surrey
Inspection number	815365
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	14/04/2011
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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