

Inspection date	09/09/2014
Previous inspection date	18/01/2010

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

- Children's individual needs are well met because the childminder fully involves parents in their learning and development.
- The childminder provides children with a wide range of activities and experiences that motivate them during their play and develop their understanding of the world.
- Children are very happy and settled because the childminder provides them with a warm, welcoming, stimulating and caring environment.
- Children develop good self-confidence and independence which enables them to be ready for starting school.

It is not yet outstanding because

- The childminder does not always make a wide range of resources available in her garden for children to use independently to practise what they have learnt, to further promote their physical development.

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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parents' comments during the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 1977. She lives with her husband and adult child in a house in a village near Redhill, Surrey. The ground floor of the house is used for childminding and there is a fully enclosed garden available for outdoor play. The family has a pet dog. There are four children on roll in the early years, two of whom attend school full-time. The childminder also offers care to children aged from the end of the early years age group to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She collects children from two local schools and attends several toddler groups regularly. The childminder is a member of an approved childminding network.

What the setting needs to do to improve further

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

- extend the range of accessible resources in the garden to further promote children's independent physical development.

Inspection judgements

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

Children's individual needs are well met because the childminder works closely with parents to involve them in their children's learning and development. Children learn a wide range of songs during weekly outings to the library for story and rhyme time and group singing activities at toddler groups. The childminder gives children CD's of music and songs they learn during outings to groups so that parents can continue to promote children's learning at home. The childminder knows children well, observes and assesses their progress and fully involves herself in their play to successfully move them on in their learning. Consequently, children make good progress and some reach above expected levels of development for their age, for example in their speech and language development. Children use a wide range of vocabulary during their play and show confidence as they talk with the childminder and ask questions using long sentences. The childminder responds positively to what children say as she engages in their play. Consequently, children are keen to share their ideas and are very interested in what other people say, for example as the childminder talks with them about the names of relatives.

The childminder provides children with a wide range of activities and experiences that motivate them and develop their understanding of the world. For example, they dance while attending a musical recital, enjoy making banana bread and visit local farms where they stroke the animals. The childminder has a good knowledge and understanding of how children benefit from the activities she provides. She takes them to the seaside, where

they develop their senses as they play in the sand, and explore the environment during visits to National Trust parks and gardens. The good range of activities the childminder provides fully complements children's learning in school. For example, children learn about nature as they watch the childminder's husband feeding the fish in the pond and talk about what they see, such as dragonflies and frogspawn. Consequently, they are beginning to understand about lifecycles.

Children make good progress in their physical development. They learn to ride scooters and embrace challenges as they ride them down grass slopes. They pedal tricycles, and develop balancing skills as they use a slide and wheeled toys in the childminder's garden. Children take construction resources outdoors which they use to make pretend roads, and use large climbing equipment at the local park. The childminder plays ball games and cricket with the children which develop their co-ordination. Children's physical development is further enhanced because the childminder takes children to soft play facilities and a music and movement group where they take part in parachute games. However, the childminder does not always make a range of resources accessible in her garden for children to practise their skills independently. The childminder successfully promotes children's self-help skills. For example, she asks them to put on their shoes and gives them encouragement as they quickly achieve this task. Consequently, children develop good independence and confidence and the skills they need for starting school. The childminder develops children's ability to express their ideas and use their imagination by making their favourite resources available, such as the dolls. Consequently, children frequently enter into role play as they put the dolls to sleep in a toy buggy and like to pretend the childminder is looking after their children.

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

Children develop good social skills during regular outings to toddler groups where they form close friendships with other children. They show good independence, confidence and determination during activities. The childminder praises children for their achievements which inspires them to try things for themselves. Consequently, they are well prepared for starting school. Children are well behaved and learn to share. The childminder talks to parents and agrees methods to manage children's behaviour successfully so that children are provided with continuity.

Children's good health is well promoted. The childminder works closely with parents to help children manage their own personal care needs. Children move smoothly between the childminder's provision, pre-school and school because the childminder successfully builds their self-confidence and ability to manage their personal needs. For example, she encourages them to make decisions about what to wear and to find and put on their own clothes. Parents provide children with healthy snacks and meals that meet their individual dietary requirements. Children eat well because the childminder makes mealtimes a social occasion where they all sit together at a small table. The childminder has recently completed food safety training which has developed her knowledge of how to prepare food and baby bottles to the correct temperature. Children are protected from the risk of cross infection because the childminder talks to them about good hygiene practices, which

she follows in relation to the care of her dog.

Children benefit from a warm and welcoming environment and a good range of indoor and outdoor resources that motivate them during their play. The childminder has a kind and patient approach and forms close, warm relationships with children. Consequently, children are happy, relaxed and secure in her care. Children develop a good understanding of their own safety through routine activities.

The childminder has a good knowledge and understanding of how to include all children in activities. For example, she takes bells to the park which children enjoy shaking as they run around. Children are starting to learn about differences in society as the childminder reads books about disability and provides opportunities for them to have contact with a friend who is blind. She makes books and play equipment, such as multicultural play figures and games accessible that reflect positive images of diversity.

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

The childminder is vigilant about maintaining children's safety and security. She has a good knowledge of child protection procedures and knows what action to take to safeguard their welfare if she is concerned that they may be at risk of harm. She supervises children well at all times and uses risk assessments effectively in practice to reduce any hazards in her home and on outings. For example, when visiting farms she makes sure children always wash their hands after touching the animals to prevent germs spreading. The childminder and her husband have had appropriate suitability checks completed. The premises and space available is suitable for childminding purposes, the age of children being cared for and the activities provided. The childminder fully complies with health and safety and fire safety procedures and she maintains children's safety efficiently in the premises and on outings. The childminder makes good use of risk assessments for supervising children in the garden, such as when they have supervised access to the garden pond. The childminder has installed a safety gate to prevent children having access to the rear part of the garden to help keep them safe.

The childminder has attended a paediatric first-aid course which is fit for purpose and gives her the skills and knowledge to administer first aid to all ages of children being cared for. It includes first aid for treating babies. She is in the process of updating this qualification before it expires to ensure she meets requirements.

The childminder fully understands and meet the requirements of the Early Years Foundation Stage. Since the last inspection the childminder has attended training and used the support of a network co-ordinator to help her evaluate and improve the quality of the provision and her ability to assess children's progress. She fully embraces the support she receives and says 'it has been invaluable in helping her to drive improvement'. For example, she has improved her systems for tracking children's progress. She is able to identify and monitor that the children she currently cares for are all reaching expected levels of development and some are exceeding this. The childminder can clearly identify

that the wide variety of activities and experiences she provides for children combined with her involvement and encouragement, helps the children make the best possible progress. She is currently completing a National Vocational Qualification at level 3 in childcare to enable her to gain a professional qualification and to enhance her skills. The childminder fully involves herself in children's play and monitors the range of activities she provides to ensure that they have sufficient depth, breadth and challenge to help children make good progress.

Partnership working is good. The childminder informs parents about the range and type of activities and experiences their children are involved in through the use of a daily diary. She asks them to choose if they wish their child to take part in outings so she cares for each child in line with their parents' wishes. The childminder has successfully met the actions and recommendations made at the last inspection to improve the quality of her provision for children. She has sought and recorded parental consent for all children to receive emergency medical treatment; improved the supervision of children to ensure that people whose suitability has not been checked do not have unsupervised contact with minded children at all times. The childminder now checks children regularly when they are sleeping in the sitting room and she has attended training that has improved her understanding of the Early Years Foundation Stage to meet children's individual needs. She has developed her understanding of how to deal with complaints and has revised her complaints procedure which has been updated in consultation with the network co-ordinator and is shared with parents. The childminder provides appropriate equipment for children to use when they need a sleep and makes sure hazards, such as plastic bags and the iron are always kept out of children's reach for their safety.

The childminder plans activities to celebrate different cultural festivals and makes resources, such as books and play figures available to promote children's awareness of diversity. She does not have any children on roll who are learning English as an additional language, however, she understands the requirement to promote their use of language in their play. The childminder can clearly identify aims to further drive continuous improvement to improve her provision even further for children.

The childminder establishes effective communication with pre-schools and schools that children attend. She completes transition forms which she gives to other early years provisions before children start. The childminder also shares information with teachers when she escorts children to and from school and passes on any relevant information to children's parents. Consequently, children's individual needs are met and they receive continuity in their care and learning. Parents' comments during the inspection show they are happy with the childminder's care of their children. For example, they say, 'The childminder has years and years of childminding experience and has great family values and my child feels part of her family which is wonderful for me. There is a warm friendly atmosphere and it does not feel like a business'.

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	121465
Local authority	Surrey
Inspection number	813626
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	18/01/2010
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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