

Inspection date	02/10/2014
Previous inspection date	07/11/2008

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 are happy and settled in the childminder's care. She offers them a welcoming, inclusive home environment.
- Children take part in a wide range of interesting activities and experiences according to their age and needs. They make good progress in their development.
- The childminder has good relationships with parents and keeps them well informed about their child on a day to day basis.
- The childminder continuously reflects on her practice and is very committed to providing a high quality service.

It is not yet outstanding because

- Some resources are not organised effectively to promote children's choice and independence.
- Strategies for engaging parents in their child's learning at home are not fully extended.

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 children taking part in activities indoors and in the garden.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read feedback from parents and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband, one school age child and one child in the early years age range. The family live in a three bedroom house in a residential area of Redhill, in Surrey. The downstairs of the home is used for childminding. A garden is available 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 two children aged under eight years on roll, one of whom is in the early years age group. The childminder also cares for two children aged over eight years. The childminder supports children who are learning English as an additional language. She is an accredited childminder and can receive funding for the provision of free early education to children aged three and four years. The childminder has a relevant level 4 childcare qualification.

What the setting needs to do to improve further

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

- review the organisation of play materials to further increase opportunities for children to select play resources independently during play both indoors and outside
- extend strategies to further engage parents in their child's learning at home.

Inspection judgements

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

The childminder shows a good understanding of how to support children's learning and development through play. She welcomes all children into the setting. She asks parents to fill in very detailed registration and 'All about me' forms that include comprehensive information about each child's background, starting points and needs. This ensures that she gets to know children well and can provide all the support they require. The childminder makes regular observations of children's achievements. She uses this information effectively to plan interesting and varied activities that build on children's interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. The childminder keeps parents well informed. She talks to them every day and uses a daily diary to share information about activities and routines. She shares her assessments of children, talks to parents about children's progress and encourages them to share information from home. At the moment, however, strategies for involving parents in their child's learning at home are not fully extended. For instance, by providing suggestions of specific things parents can do at home to further support children's individual next steps.

The childminder teaches children a range of useful skills that prepare them effectively for the next stage of learning, and eventually for school. She encourages their communication skills well when she talks to children as they play, repeats words and introduces new vocabulary. She engages children in songs and rhymes that they enjoy and which further develop these skills. The childminder effectively supports children who are learning English as an additional language. She finds out words from home and includes them in labels around the room and stories and songs. She successfully fosters children's interest in books by taking them to the library on a regular basis. She also makes sure an interesting variety of books are available at her home. The childminder makes good use of daily activities and routines to promote children's understanding of shape, size and number. She talked to children about the size of the pizza bases before they added their own toppings and children filled large and small containers with sand. The childminder plans varied and interesting experiences for children based on their interests and needs. Children enjoyed exploring natural materials such as porridge oats and jelly, using their hands or spoons to scoop the jelly into pots. The childminder showed them how to make a giant painting by printing with real mushrooms, peppers and apples and talked to them about the different shapes they made. The childminder makes sure children spend as much time as possible in the garden. She recognises that they are more relaxed outdoors, which helps them learn particularly well. Children very much enjoyed playing with the resources the childminder set out for them both indoors and outside and were interested in the activities she planned. They got excited as she set up a large painting activity and were keen to have a turn. Sometimes, however, resources are not readily accessible to children to encourage them to extend their play and fully support their choice and independence. For instance, items such as magnifying glasses were not freely available to select when children were playing in the garden and some resources inside are in cupboards out of their reach.

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

Children are confident and settled in the childminder's home. The childminder is warm and responsive towards them and attentive to their needs. She finds out as much as possible about children's needs and makes sure she follows their familiar home routines when they start. This supports children's emotional and physical well-being and helps them manage the transitions and changes in their lives. The childminder has a calm, consistent approach. Children quickly learn what her expectations are. The childminder intervenes promptly to resolve any squabbles and reminds children to share and take turns. This helps children behave well.

The childminder's home is well organised, safe and welcoming. Children move confidently and safely around the home and a good variety of toys and play materials are available. The childminder completes thorough risk assessments of the home as well as daily checks to make sure that children can play safely. She makes sure precautions such as safety gates and cupboard catches are in place as needed. The childminder supervises children carefully all the time, making sure they are always within sight or hearing. Children learn about risks and how to keep themselves safe when the childminder reminds them why

they must not run inside, for example. The childminder involves children in regular fire drills. This ensures that everyone knows what to do in an emergency.

The childminder successfully promotes children's health and well-being. Children learn to manage their own personal needs when they wash their hands before they eat. The childminder ensures they have their own towels and bedding and follows carefully procedures when changing nappies. This helps minimise the risk of cross-infection. Children benefit from freshly prepared, well balanced meals and snacks that meet their nutritional needs. They enjoy fruit and vegetables at snack time and make their own pizzas with fresh toppings for lunch. Children play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise.

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

The childminder effectively safeguards children's welfare. She has attended relevant child protection training and is familiar with the procedures to follow if she has concerns about a child. She keeps all of the required paperwork to support the day to day running of the childminding setting, including a clear complaints procedure. Records are comprehensive and up to date.

The childminder has a good understanding of the learning and development requirements. She monitors children's development carefully to make sure that all children are making good progress. She responds to children's needs and adapts activities as appropriate, for instance by planning more outdoor activities to better suit children's learning style. The childminder shows a very good commitment to continually developing the provision. She has made significant improvements to her knowledge and practice since her last inspection and has met all previous actions. She regularly reflects on the provision and evaluates what she does. She takes well targeted steps to develop her practice and improve outcomes for children. For example, she has now completed a relevant childcare qualification and is currently undertaking a Quality Improvement Award with the local authority. She makes good use of the support of the local authority and local training courses to develop her knowledge and skills. As a result of these improvements, children benefit from a varied and stimulating educational programme.

The childminder has good relationships with parents. She keeps them well-informed on a daily basis both verbally and through a daily diary. Parents have access to a wide range of useful policies and procedures and other written information about the provision. Parents comment that they are very happy with the care their child receives and that communication with the childminder is good. They feel their child is safe, looked after well and has lots of learning opportunities. The childminder is also aware of the need to work closely with other early years settings or other agencies and professionals where this applies, so that children experience a consistent approach.

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	EY367944
Local authority	Surrey
Inspection number	815563
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	07/11/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

