

Inspection date	07/10/2014
Previous inspection date	14/11/2013

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 offers a welcoming home environment where children have access to a good variety of well-organised resources and play materials.
- Children take part in a wide variety of interesting activities and experiences according to their age and needs. This supports their good progress in their development.
- The childminder works closely with parents and keeps them well informed about their child.
- The childminder is committed to providing a good quality service and takes effective steps to make any necessary changes to meet requirements.

It is not yet outstanding because

- The childminder does not fully develop opportunities for children to use a wide range of everyday technology to support their understanding of the world.
- The childminder does not fully extend experiences that help children learn about different cultures and beliefs.

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.
- 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 letters from parents and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and three adult children in a house in Redhill, Surrey. The downstairs of the home is the main area used for childminding. A garden is available for outside play. The family has four cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children aged under eight years on roll, three of whom are in the early years age range. The childminder speaks French and English.

What the setting needs to do to improve further

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

- extend opportunities for children to use and learn about technology, to further support their understanding of the world
- provide more experiences for children to further extend their understanding of diversity and different cultures and beliefs.

Inspection judgements

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

The childminder welcomes all children into the setting. She makes sure she gathers as much information as possible about each child's background, starting points and needs before they start. This helps her get to know children well so she can provide all the support they require. The childminder makes regular observations of children's achievements and now uses this information effectively to plan a wide variety of interesting activities that are well matched to the children's interests and needs. 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 to share information about their child's activities, achievements and routines. She works with them closely, offering useful suggestions of how they can support their child's next steps at home. This means parents are effectively involved in their child's learning.

The childminder teaches children a range of useful skills that prepare them well for the next stage of learning and for school. She effectively promotes children's communication skills. She talks to them as they play, repeating words and introducing new vocabulary. She shares books and stories with them and makes sure that a good selection is available for them to choose from. The childminder supports children who are learning English as an additional language well. Children who speak French at home particularly benefit as

this is also the childminder's first language. This fosters their self-esteem and supports their communication and language skills.

The childminder plans activities effectively to ensure that all children can take part. During the inspection, children enjoyed making their own musical instruments. Older children confidently put pasta into a bottle independently to create a shaker and younger children posted them into their own big bottle with the childminder's support. The childminder encouraged children to test the shakers once they were finished and children were fascinated with the sounds they could make. The childminder makes good use of daily routines and activities to promote children's understanding of shape, size and number. She counted with the children as they rolled a car back and forth between them and encouraged them to persevere in finding the correct hole in the shape sorter.

Children learn about the world around them through stimulating experiences based on their interests. The childminder has found that the children she cares for particularly enjoy outdoor learning experiences and so she has planned additional activities outside. This includes regular sessions at an outdoor playgroup, where children have fun exploring and investigating the natural world. Children use equipment such as magnifying glasses to examine things closely, such as a spider in the garden. However, the childminder has not fully developed opportunities for children to use everyday technology. For instance, they do not currently have access to technology such as cameras, voice recorders or programmable toys. This has an impact on their understanding of the world and how well the childminder is able to help them develop useful skills for the future. Children have good opportunities to learn about French culture and the childminder encourages them to share their lives and experiences. She has not yet fully developed opportunities for children to also find out about other cultures, lifestyles and beliefs to help them to learn to value diversity and understand the wider community.

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

Children are comfortable and settled in the childminder's home. The childminder is warm and responsive towards them and attentive to their needs. She follows children's home routines when they start and adjusts the day around their changing needs as they get older. This supports children's emotional and physical well-being and prepares them for transitions and changes in their lives. Children respond well to the childminder's calm, consistent approach and behave well.

The childminder's home is safe and welcoming. She provides a good variety of resources that are well organised so that children can easily see what is available and choose things for themselves. The childminder completes daily checks of the home and garden to make sure that children can play safely. She makes sure precautions are in place as needed such as cupboard catches and that any hazardous items are out of reach. The childminder supervises children vigilantly and makes sure that they are always within her sight and hearing. Children learn about risks and how to keep themselves safe when the childminder reminds them that some toys might not be safe for the younger children to play with. The children take part in regular fire drills so that everyone knows what to do in an

emergency. Children grow in confidence and independence as they move safely around the home. Young children eagerly pull out boxes of toys to explore and older children carefully select a book to look at on their own.

The childminder promotes children's health and well-being effectively. Children learn to manage their own personal needs when they wash their hands before they eat. They benefit from freshly prepared meals and snacks that meet their nutritional needs; during the inspection, they enjoyed pasta for lunch. They play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise.

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

Since the last inspection the childminder has significantly improved her understanding of the safeguarding and welfare requirements and developed her practice in a number of areas. She makes sure that she meets requirements in relation to the number of children she can care for and keeps accurate records of children's attendance. She has updated her child protection knowledge and is familiar with the procedures to follow if she has concerns about a child or if there is an allegation against her. She keeps all of the required paperwork to support the day-to-day running of the childminding setting.

The childminder has also improved her knowledge of the learning and development requirements. This ensures that she now plans activities that include all children and supports their learning well. She monitors children's achievements closely through observations. This helps her to ensure that she quickly identifies any areas where children may need additional support. She works closely with parents and any other relevant professionals where appropriate to ensure children benefit from a consistent approach. The childminder reviews her practice regularly and identifies any improvements she needs to make. For instance, she recently reviewed the organisation of resources and children now benefit from good opportunities to select things for themselves. The childminder makes good use of local training courses. She has used these well to develop outdoor experiences for children and devised some fun activities to support children's early literacy skills. She has met all actions set at the last inspection and as a result children now benefit from good quality care.

The childminder provides parents with a range of useful policies, procedures and other written information about the service she provides. Letters from parents show that they value the childminder highly and feel their child is safe and well cared for. They comment that the childminder is caring and reliable and their child is thriving in her care. They feel well informed and say that the childminder provides a good range of activities that children enjoy.

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	EY276430
Local authority	Surrey
Inspection number	963188
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/11/2013
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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