

Inspection date

Previous inspection date

17/10/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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, settled and at ease in an environment where they confidently explore and make choices and decisions from a wide range of toys and activities.
- The childminder uses a range of teaching techniques, activities and resources to help children make good progress in their development and learning.
- Children form really positive bonds with the childminder. As a result, they feel safe, secure and happy in her care.
- The childminder fully fosters partnerships with parents, which ensures that children receive consistent support to enhance their learning and development.

It is not yet outstanding because

- The childminder's current good self-evaluation does not fully incorporate the views of parents to further assist her in identifying areas for future improvement.
- The childminder has not gained information from parents, for every child, when they join the setting, to consistently identify the starting points for all children's learning.

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 spent time with the childminder, observing her and the children she was caring for.
- The inspector examined documents and the records of children's learning and development.
- Ongoing discussion with the childminder took place throughout the visit. Safeguarding was discussed and her policy sampled.
- Parent's feedback was sampled through letters of recommendation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Nadia Mahabir

Full report

Information about the setting

The childminder registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and school age daughter in a house in the village of Bletchingley, Redhill in West Sussex. The whole of the ground floor and the rear garden are used for childminding. The childminder has a pet dog and a range of livestock. She visits local playgroups and parks. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year around from 8am to 6pm, on weekdays except bank holidays.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for future improvement
- strengthen the two-way flow of information relating to each child's experience at home to consistently identify the starting points for their learning.

Inspection judgements

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

The learning environment is bright and well organised, allowing children to play freely. The childminder has a secure knowledge of each child's individual needs and uses this information well to provide activities to promote children's learning and development. She provides learning opportunities that focus on the children's interests and key next steps to help stimulate and help them achieve. The childminder enjoys the company of the children and demonstrates how she motivates and encourages them to join in. For example, the childminder is happy, smiling and positive about all the things the children do and uses this to encourage them to try activities. Children can be independent as they have easy access to a good range of age appropriate toys and equipment. These include a variety of resources that positively reflect our diverse world. These resources help children to quickly gain an understanding of how people and families differ.

Children respond positively to the childminder's encouragement and interaction. Regular opportunities to explore painting, collage, glue and cutting are available as they make their own creations. They confidently explore their surroundings, making individual choices in their play. They especially enjoy being outdoors. Daily walks to local places of interest mean children are physically active and show good control and coordination of their

bodies. The childminder engages children in conversation and they excitedly talk to her about their school day and the activities they would like to take part in. The childminder plans activities and provides resources based around children's interests. The childminder talks to children while they play so they develop their language skills and vocabulary. She listens carefully, responds to their answers and slowly repeats words for them. This also helps to motivate children to be more involved in conversations. The childminder develops children's enjoyment of books and literacy by reading to them from a variety of well-chosen, appropriate books.

Children make good progress because of the effective way the childminder observes and assesses their ongoing development. This enables her to plan specifically to promote the next steps in each child's learning. However, the starting points in children's learning and development have not been gathered for each child, to enable the childminder to get to know children's skills when they start. Systems for planning are in place to ensure all areas of learning are promoted and children's needs are met. The childminder understands the process for completing the required progress checks for two-year-old children. The childminder has good relationships with parents. Parents are encouraged to be engaged in their children's learning as the childminder tells them about their children's progress and the daily activities they have participated in. She works closely with the school and parents, sharing information so children's needs are consistently supported and promoted. Parents comment that they are really pleased with the range of activities and resources provided for their children.

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

The childminder provides children with a warm and welcoming environment and promotes their emotional well-being well. They develop warm and secure relationships with the childminder. Children have plenty of space to move around and play. They use a good range of age-appropriate toys and resources indoors and outdoors. Toys are stored in containers that children can easily see and reach into. This means they can make their own choices as to where and what they would like to play with, which helps them become independent learners. The range of resources covers the seven areas of learning, providing stimulating opportunities.

The childminder treats the children with respect and uses lots of praise and encouragement to promote their self esteem. Their health and well-being is assured as they learn to wash their hands before eating and after using the toilet. Children's individual dietary needs are well known. The childminder has an understanding of nutrition and the requirements of a varied, healthy and balanced diet. Parents provide their children's meals and the childminder ensures these are stored and heated appropriately to ensure they remain fresh and consumable. The childminder provides healthy snacks of fruit and drinks are easily accessible for children. Younger children's needs are supported well, through an established routine for sleep times, milk and meal times. Consequently, children are content and are able to build good attachments with the childminder.

Children's physical skills are supported well. They have many opportunities to use a range

of physical play equipment in the garden. They enjoy nature walks and trails, feed and learn to take care of the livestock, promoting an early awareness of the natural world. Children learn to be gentle and safe with the family dog and other pets. This helps them to understand the realistic and potential risks around them as they play and adapt their behaviour appropriately. Children are well behaved and respond well to the childminder's boundaries. They learn good manners, as they say please and thank you when asking for things. The childminder teaches children how to share their toys and be kind to each other. She uses lots of praise to give children encouragement to be helpful and cooperative. The childminder is a good role model for the children as she treats them with respect and kindness. The childminder prepares children for the move to primary school. She regularly talks to children about attending school and about how they are feeling.

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

The childminder has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She is fully aware of the safeguarding and welfare requirements and has appropriate procedures to support her to meet these. The childminder knows the procedures to follow should she have concerns about a child. She understands the importance of keeping clear records of any concerns she may have and quickly accessing help and advice should this become necessary. The childminder carries out risk assessments and complete daily checks of the environment to ensure that it is safe for children. In addition, she regularly reviews these to identify any new hazards and takes appropriate steps to minimise, reduce or remove the risks to children's safety. The childminder holds a current paediatric first-aid certificate, which means that she has the knowledge and skills to treat children appropriately following minor accidents. She has a good range of policies and procedures which she implements with success and shares with parents.

The childminder demonstrates a good understanding of how to provide a rich learning environment for children. She provides suitable activities that challenge children and help them make good developmental progress. The childminder keeps written records of children's play and these show an accurate understanding of their development and reflect their good ongoing progress. The childminder has started to put systems in place to evaluate her provision. She is reflective and is identifying her strengths and any areas for development, which helps ensure continuous improvement. The childminder meets regularly with other childminders to share good practice and to help her to identify some strengths and areas for improvement. However, the views of parents are not wholly used; this means they are not involved in identifying areas for future improvement.

Children benefit from the successful partnerships the childminder has with parents. Parents speak highly of the childminder. They comment positively about how their children enjoy attending and are well cared for by the childminder. She regularly speaks to parents about children's learning, development and care. The childminder has formed successful partnerships with the schools. She regularly shares information with teachers about children's learning so children experience consistency and make good progress. The

childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting.

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	EY265380
Local authority	Surrey
Inspection number	768971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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