

Inspection date	21/10/2014
Previous inspection date	10/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provides an environment rich with opportunities for learning that allow children to explore and develop confidence as learners.
- Children are settled, confident and happy as they build positive, caring relationships with the childminder.
- The childminder has established good partnerships with parents and encourages them to participate in their children's learning. Consequently, children benefit from good continuity of care.
- The childminder has a strong understanding of her responsibility to safeguard children in her care. This means she appropriately promotes children's safety and well-being.

It is not yet outstanding because

- The childminder does not always make use of spontaneous opportunities to encourage children to make marks to promote their early writing skills.

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 the childminder and the children during their play and care routines.
- The inspector reviewed written feedback from other parents.
- The inspector sampled a range of documentation, such as children's records and the childminder's policies and procedures.
- The inspector held discussions with the childminder during the inspection.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder has been registered since 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their school-age child. They live in a detached house in Frimley Green, Surrey. The property is close to local schools and amenities, and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet facilities available on this floor, and provision for children to sleep available on the first floor. There is a fully enclosed garden available for outside play. The childminder is a member of the Professional Association for Childcare and Early Years and attends the local carer and toddler group. She holds a valid first-aid qualification. She currently has seven children on roll, of whom four are in the early years age range. Some children attend on a part-time basis.

What the setting needs to do to improve further

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

- enhance opportunities for children to make marks and practise their early writing skills during spontaneous play.

Inspection judgements

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

Children demonstrate good levels of confidence when exploring the play environment and they receive close support from the childminder. They considerably benefit from the quality interactions that she uses throughout their activities and daily routines. The childminder promotes communication and language thoroughly as she encourages children to talk about their home experiences and share their ideas. She maintains discussions to promote their language skills. In response, children start to talk with confidence. The childminder consistently uses mathematical language during children's play activities. Children practise counting skills as they count how many spoons are needed to make up the icing sugar. They use measuring tapes and measuring scales to learn about units of measure. She challenges them to think about concepts, such as bigger and smaller, heavy and light. The childminder promotes early literacy suitably as children share their favourite stories, and the childminder uses visual aids to actively engage them in the story. Consequently, children learn to enjoy books. However, the childminder does not always extend letter recognition and early literacy skills during spontaneous play. For example, using sensory play to reinforce copying letters and supporting children's keen interest to write their name.

The indoor learning environment is welcoming with a range of interesting resources, such

as art and craft materials, dressing-up clothes, choosing trays, jigsaws and various boxes of toys. The childminder promotes creative play as children decorate Halloween cakes and make their own icing. The childminder makes good use of the garden and local environment to provide a range of outdoor activities. Children practise their balance and coordination skills as they engage in ball games, and strengthen muscles through climbing.

The childminder makes a good effort to find out about children's needs and interests when they start. For example, she provides settling-in sessions, holds discussions with parent and completes initial observations. This helps her to become familiar with children's individual needs and capabilities. She talks confidently about children's starting points in learning and the progress they have made with her. She assesses children's progress on an ongoing basis, carefully identifying their levels of development and next steps in learning. She uses this information to plan relevant activities that reflect children's interests and learning requirements. She provides parents with the required progress checks for two-year-old children, and works in partnership with them to narrow any identified gaps in learning. She maintains partnerships with parents on a daily basis through discussion, daily diaries and phone calls, depending on parental preference. She shares observations and assessments through an online system, and this actively engages parents in their children's learning.

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

The childminder uses consistent strategies to promote positive behaviour, such as routinely praising children for their efforts. She also uses sand or electronic timers to teach children about waiting, taking turns and to give them notice to complete their activity. As a result, children gradually develop good social skills so that, overall, they play well with other children. These strategies help prepare children emotionally for their next stages of learning. The childminder builds positive relationships with children in her care. Children play and explore confidently which means that they feel safe and secure in the environment. The childminder uses a patient and caring approach, which supports children's emotional development well. She explains that she is aware of supporting children's specific needs by working in partnership with parents, and taking advice from outside agencies as necessary. For example, working with a speech and language therapist to support children's language skills.

The childminder provides outdoor play on a daily basis so that children benefit from fresh air and exercise. She provides a variety of toys in the garden for children to explore and plans interesting activities. For example, children can use blackboards and chalk to draw, explore water play and rubber tyres, play ball games and use climbing equipment. She also makes use of local parks to provide a larger space for children to enjoy. Children develop a positive approach to healthy eating as the childminder provides healthy food choices, such as fruit and vegetables. Children learn about good hygiene procedures, such as washing their hands before their snack or after messy play. The childminder supports children's understanding of safety successfully. They practise fire safety drills so they have

a good understanding of how to evacuate the premises safely in an emergency.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She demonstrates a clear understanding of safeguarding children procedures, such as the possible symptoms of children at risk, and she is able to explain the process to follow if she has concerns. She maintains written risk assessments for the premises and outings. This means that she is clear about safety procedures, and completes daily safety checks. The childminder implements a range of policies to underpin her practice, and she shares these with parents electronically or as paper documents. She ensures that all the required documentation is retained and shared with parents to help her meet children's individual needs. For example, she records the administration of medication to children and keeps an accurate record of children's attendance.

The childminder has a first-aid certificate to help manage any minor accidents and, therefore, effectively supports children's well-being. The childminder monitors her educational provision successfully. She assesses children's progress across the seven areas of learning and is able to identify gaps in learning where children may require additional support. The childminder accurately evaluates her provision, and uses this to drive ongoing improvement. She completes a detailed self-evaluation document, which shows that she is conscious of the strengths in her practice and areas for improvement. She seeks feedback from parents, regularly talks to children and observes their responses to activities, and uses this information when evaluating her practice. She is proactive in addressing identified areas for development, such as finding out about training courses to support her awareness of children's speech and language development. The childminder explains the importance of partnership with parents, outside agencies and other settings. For example, the childminder shares her policies and development records through an online system. She also understands the importance of building links closely with the other early years settings appropriately to share information about individual children's activities and development. This helps to promote continuity of care and learning for children.

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	EY317203
Local authority	Surrey
Inspection number	834507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/08/2009
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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