

Inspection date	22/10/2014
Previous inspection date	08/10/2008

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 builds strong emotional bonds with the children she cares for which makes them feel safe and secure.
- The childminder gets to know each child very well enabling her to meet their individual needs.
- The childminder has a good understanding of her responsibility to keep children safe.
- The childminder skilfully uses everyday practical routines to make sure children are prepared for school.

It is not yet outstanding because

- The childminder has begun to build links with other providers to share information about individual children's learning but these links are not fully established.
- The childminder has not involved children in the self evaluation process as fully as possible.

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 inspectors observed activities both indoors and outdoors.
- The inspectors spoke with the childminder and the children.
- The inspectors sampled children's records and a selection of the childminder's policies.
- The inspectors took account of feedback from questionnaires completed by parents.
- The inspectors looked at all areas of the childminder's premises.

Inspector

Linda Dawe / Nikki Whinton

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four of their children who are all aged over 16 in Staines. The childminder can take children to, and collect them from, local schools and pre-schools. The family has pet dogs that are excluded from children. They also keep chickens.

The children access the whole of the ground floor and further bathroom facilities on the first floor. There is an enclosed garden available for outdoor play. The childminder is currently caring for eight children on a full- and part-time basis, five of whom are in the early years age range. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- improve partnership working with other settings that children attend, in order to help inform assessments and planning of children's next steps
- develop ways of involving children more in the evaluation process in order to make it more sharply focussed on their needs.

Inspection judgements

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

The childminder knows her minded children very well and has a clear understanding of their differing stages of development. She is aware of the children's interests, which she uses to plan activities to support the next stage in children's learning. For example, the children went on a train ride to see Windsor Castle, because of their growing interest in trains. Children's communication and language skills are supported well. They attend rhyme time at the local library, play musical instruments to accompany their singing and regularly share story books with the childminder. Children are encouraged to learn to sit at the table to eat their meals, which builds good social skills and helps prepare them for school. They develop their small muscles as they enjoy using tools when playing with sand in the garden. The childminder uses good strategies to help children learn that words have meaning. For example, children are encouraged to search for their name label as they self-register each morning.

The childminder observes and assesses children carefully, to ensure they are offered sufficient challenge and are gaining the necessary confidence and skills to support the next stage in their development. The childminder has high expectations what children can

achieve and encourages them to make the best progress that they can. She gives them the time they need to complete self-chosen tasks, such as finishing a puzzle, peeling their own fruit at snack time or opening the fastened lid of an outside resource box. She uses practical means, to develop children's knowledge and help them gain skills they need to support their moves to other settings including school. Children help to lay the table at mealtimes, find their own boots prior to outside play and develop their awareness of numbers as they count the jigsaw pieces that they tidy away after play.

The childminder has a very positive relationship with the parents and carers. She works closely with them, in order to understand fully their children's individual interests and learning needs. As a result, children settle well and are confident in the childminder's care. She talks to the parents on a daily basis about their child's achievements and provides daily diaries for the parents of the younger children. She makes suggestions of activities that the parents can do with their child at home in order to support their learning, such as joining the local library. The childminder has begun to form links with other early years provisions attended by the children, in order to share information about their development, but these links are not currently well established. The childminder undertakes regular written observational assessments of children in all areas of their learning to ensure they make expected levels of development for their age. This includes carrying out a check for children aged between two and three years old and producing a written summary that is shared with the parents. The childminder invites the parents to contribute their own observations of their children's progress, to help inform her assessments and the planning for the next steps in each child's learning. The accuracy of regular assessment means that children make good progress in the childminder's care.

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

The childminder quickly builds caring relationships with each child, getting to know them very well. As a result, children feel safe and secure in her home. Children are confident to make their needs known to the childminder, asking her when they need the toilet or something to eat, for example. She manages their behaviour well, intervening when children have minor squabbles over toys, explaining to them why they need to share. She teaches children good manners; for example, she has taught them to wave a thank you to drivers when they stop to let them cross the road. As a result, children learn how to behave appropriately and to be aware of others, skills that will help them as they move on to school or other settings.

She teaches children how to keep themselves safe by getting them to stop and think about what they are doing. When playing in the park she allows them to take risks to find out about danger in a controlled way such as by talking to them about what will happen if they swing on a rope too high. The childminder provides children with a wealth of toys and resources both inside her home and in her garden. She has labelled these with pictures and words so that children can easily choose what they would like to play with. She is aware that boys often need activities that are more physical. As a result, she makes sure that they have opportunities to be outside as often as possible. Her good knowledge of the children she cares for means that she is able to provide a good range of resources that keep children challenged and interested.

The childminder provides children with a variety of healthy snacks and meals that she cooks from scratch in her home. She shows them how to wash their hands at appropriate times of the day, gently encouraging those who are more reluctant to do so. She explains why they need to put on coats and boots when going outside in cold weather. She praises children who are learning to use the toilet independently, gives them respect, and privacy to do so. Consequently, children are learning how to live healthy lives and to care for their personal needs.

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

The childminder has a good understanding of her responsibility to keep the children in her care safe. She has a good knowledge of what she should do if she is concerned about a child in her care or has any concerns about any adult who may come into contact with them. She is fully aware of the fact she needs to report significant events and clear about who she should be reporting them to. She has updated her safeguarding knowledge to help her to identify when a child may be at risk and has clear procedures to follow should she have concerns.

The childminder shows a commitment to maintaining her personal development. She is currently undertaking a quality assurance award with her local authority. She attends training to improve her practice. She regularly evaluates her practice and seeks the views of parents, using questionnaires and informally through daily discussions. Although she asks children what they would like to do while with her, she has not fully involved them in her self-evaluation process. She has effective systems to monitor the educational programmes, making sure that the activities she provides cover all areas of learning so that children make good progress. Her regular observations of children at play and her good knowledge of child development means that she can identify and seek additional support for individual children as and when needed.

The childminder has well-established partnerships with parents and provides them with regular updates on their children's learning and development. She works closely with parents to make sure children's needs are fully met, for example, discussing children's eating patterns with them. She is friendly and approachable yet professional. She has a noticeboard display inside her home to provide parents with useful information about her childminding 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	160512
Local authority	Surrey
Inspection number	994251
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/10/2008
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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