

Inspection date	14/10/2014
Previous inspection date	04/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have close emotional attachments with the childminder that help them feel safe and happy with her.
- The childminder supports the children to be motivated to learn and to make progress.
- The childminder is respectful and considerate towards children so that they behave well.

It is not yet good because

- The childminder does not provide a good level of teaching or a wide range of resources for children outdoors to support their development across all areas of learning.
- The childminder does not evaluate her practice effectively to help her target areas for improvement that will raise the quality of the provision for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and interaction between the childminder and children she was caring for.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

Inspector

Jane Bull

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and two young children in a residential road in Walton-on-Thames, Surrey. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children in the early years age range on roll who attend on a part-time basis. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder holds a relevant childcare qualification. The childminder works each weekday from 7.30am to 6.30pm all year round. The childminder provides regular outings to local parks, playgroups and other places of interest.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and the range of resources offered outside to ensure children benefit from experiences in all areas of learning and development.

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

- develop self-evaluation systems to help identify areas where improvements can be made in practice and the provision for children.

Inspection judgements

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

The childminder has an appropriate understanding of how children develop and learn. She uses her training and knowledge of children's preferred activities to provide experiences that are of interest to them. For example, when children were interested in cars she made sure she offered them activities involving vehicles. This helps children to make acceptable progress in their learning and to be keen to take part in activities. The childminder records children's progress using observations and photographs. The childminder knows each child she looks after well and identifies how to further support their learning. This means that the childminder provides suitable activities that target children's individual learning needs.

The childminder liaises with parents to find out about each child's background and to share information when she starts looking after them. Parents complete an 'All about me' form for their children with details about their child's individual routines, needs, likes and dislikes. This helps the childminder to provide continuity of care. The childminder involves

parents in their children's development on a regular basis. She shares information with them through a daily diary, verbally at the beginning and end of the day, and at informal meetings. Parents comment that they are, 'very impressed with the systematic ways she teaches the children numeracy and literacy skills without letting them know they are being taught'. This demonstrates that the childminder is involving parents sufficiently in their children's learning on an ongoing basis. The childminder is aware of the need to carry out a progress check for two-year-old children. She uses her observations of children to review their development with parents. This means that she can identify potential gaps in their development and parents are aware of the progress their children are making.

At the inspection, children enjoyed activities such as constructing a track for cars and seeing which cars were the right sizes to fit on it. This helps to develop children's physical and early mathematical skills as they learn about quantity and size. The childminder also added children's favourite resources to set jelly to enhance their tactile experiences. The childminder talks to children while they play so they develop their language skills and vocabulary. For example, she discussed the colours of the cars and where a taxi was going. Consequently, children are actively learning and focusing on what they are doing for an extended period.

The childminder supervises children suitably when they play in the playhouse, and while they use rockers and a small trampoline in the garden. This supports their physical development and well-being. However, the childminder does not use her teaching skills effectively with the children when they are outdoors. In addition there is not a wide range of resources available in the garden to provide children with experiences that help them learn and develop purposefully. Children enjoy outings to the local parks, farms and organised sessions at the children's centre. These give them the opportunity to experience different activities and to meet and play with other children to develop their social skills.

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

The childminder discusses how to support children's physical and emotional well-being with their parents before she starts to look after them. Settling in is a gradual process and the childminder adjusts it depending on each child's needs. This helps children to feel confident, happy and safe in her care. Children demonstrate that they are very comfortable, form secure emotional attachments with the childminder and are confident to ask her for help. For example, when they could not fit interlocking toys together they took them to the childminder for assistance. This shows that they feel secure and confident in the childminder's home.

The childminder is calm and polite to children and focuses on positive behaviour strategies. She uses distraction techniques and clear explanations to help to support children's early understanding. For example, she explained to children that they needed to tidy up following an activity so that they did not trip over the toys remaining on the floor. This approach helps children learn positive behavioural and social skills and have clear guidance about what is acceptable behaviour. The childminder fosters children's self-esteem and confidence and celebrates their efforts and achievements in a meaningful

way. For example, when children were learning to use scissors she congratulated and praised their efforts.

The childminder completes risk assessments of her home and outings which helps to promote children's safety and identify and minimise potential hazards. Children take small but safe risks when playing, for example, as they climb carefully up and down the steps in the garden. The childminder is able to take appropriate action in the event of an accident as she has current paediatric first-aid training. The childminder practises fire evacuation procedures with the children and has suitable evacuation plans in place. Consequently, children learn what to do in an emergency and are safe in her care.

The childminder helps children to develop and understand about having a healthy lifestyle when she looks after them. For example, children have regular access to outdoor play and fresh air in the garden. The childminder encourages children to manage their personal care and teaches them to wash and dry their hands at relevant times to help prevent the spread of infection. This helps children to become more independent and prepare for changes in their lives such as starting pre-school. The childminder is fully aware of the children's dietary needs and prepares healthy nutritious snacks and meals and ensures drinking water is always available. Parents comment that their children love the childminder's home-cooked meals. This shows that children are developing an understanding about keeping their bodies healthy through her provision.

The childminder stores toys in low storage boxes that children can choose from, which enables children to make their own decisions as to what they would like to play with. Children can move around freely and safely in the open-plan area. As a result, children develop their confidence and become independent learners.

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

The childminder has a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage and her provision meets children's needs adequately. She understands children's development and demonstrates that she offers children adequate learning experiences. This helps all children to make sufficient progress in their learning and development. The childminder has accurate and up-to-date policies and procedures in place that link effectively to these requirements and guide her in her practice. Parents are aware of these and sign to say they have read and understood them. The childminder has a recognised childcare qualification and states she wishes to attend training to improve her provision further. This reflects her commitment to her continuous professional development.

The childminder uses some self-evaluation to give an overview of her practice and recognise weaknesses and strengths in her provision. However, there are not clear targets and no action plan so the childminder is unable to check if the changes made are successful and improving outcomes for children. For example, she identifies that the garden needs further development to support and extend children's learning but has no

definite plans as this process is not fully in place. Consequently, there are inconsistencies of quality between learning opportunities provided indoors and outdoors. Nonetheless, improvements have been made since the last inspection and the recommendations met. For example, partnership working with parents has improved and the childminder gathers information about children's starting points when she starts to care for them. This helps her plan to support their next steps for learning.

The childminder has an appropriate understanding of safeguarding and welfare issues. She supervises children in all areas of the premises and keeps to the regulatory ratios to meet the needs of all children. The childminder provides a safe environment for children to play and learn in. She has a safeguarding policy and procedure in place which she shares with parents. She knows how to implement it and report any concerns she has to the relevant authorities. The childminder has completed safeguarding training and demonstrates she knows what to do if she has safeguarding concerns about a child and the appropriate action to take.

The childminder is aware of the benefits of regularly sharing information with parents. She provides a notice board with details for parents about the service she provides. Parents comment positively about the childminder's provision, saying they are, 'very happy to have found her'.

The Childcare Register

The requirements for the compulsory 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	EY387636
Local authority	Surrey
Inspection number	815884
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	04/09/2009
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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