

Inspection date	01/12/2014
Previous inspection date	01/03/2011

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 accurately assesses children's progress and plans for their next steps for learning. This ensures that children are motivated and make good progress in their learning. She works well with her co-childminder in meeting the needs of the children.
- The childminder promotes very young children's early communication and language skills very well because she is constantly talking to them.
- The childminder has a good understanding of the safeguarding and welfare requirements. She regularly refreshes her knowledge to ensure it is accurate and kept up to date. As a result, the children in her care are safe and well protected.
- The childminder strongly embraces reflective practice to enable her to continuously improve. She monitors the children's progress effectively so that she is able to meet their individual needs well.

It is not yet outstanding because

- On occasions, there are too many resources on the floor which hampers children's play, and independent access to their drinking cups.
- The childminder does not fully support children's sense of belonging in the setting. This is because there are limited examples of the children's own art work or photographs displayed within the learning environment.

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 caring for and playing with the children.
- The inspector also took account of the views of parents from reading their written feedback to the childminder.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures, and accident and medication records.
- The inspector checked evidence of the childminder and co-childminder's suitability, and looked at the childminder's qualifications and self-evaluation documents.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2006. She lives with her own family and her co-childminder and family in Woking, Surrey. Children have access to all of the home and there is a garden available for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local parent and toddler groups and other places of interest. There are currently seven children on roll, six of which are in the early years age range.

What the setting needs to do to improve further

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

- review the organisation of space to maximise the play space easily available to children.
- display photographs of the children and examples of their work to enhance their sense of belonging and further develop their self-esteem.

Inspection judgements

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

The childminder provides children with a variety of fun and interesting activities across all areas of learning. The quality of teaching is good, as the childminder has a secure knowledge of how to effectively promote children's learning and development. She successfully follows and extends children's individual interests and needs. Children show good concentration throughout their activities as they actively engage in their play. For example, children develop their problem solving and critical thinking skills as they play with cause-and-affect toys. They show interest and curiosity as they find the correct shapes to post into the shape sorter. The childminder encourages children to learn through tactile experiences. Children poke and prod dough, and hide glitter and stones as they enjoy manipulating the dough. Children are making good progress overall in their learning and development in regard to their starting points. The childminder observes and assesses the children to recognise their achievements and identify their next steps for learning, which she shares with parents regularly. Development records, along with scrap books containing photographs of children at play, inform parents of the activities their children enjoy. Individual assessments track the children's ongoing progress in their development effectively.

The childminder effectively supports the children with their communication and language development. She engages in discussion as they play, consistently listening to them, asking relevant questions and modelling language well. Consequently, children are learning and understanding new words all the time. Children thoroughly enjoy using their imagination and taking part in role-play activities. For example, children are eager and excited as they pretend to make and serve a cup of tea. Children develop their early literacy skills as they make marks using water and paint brushes on the outside chalk board. The childminder provides good opportunities to support the children's personal, social and emotional development, as they attend community groups and outings in the local area. This develops children's physical skills, increases their confidence and allows them to socialise with other children and adults. Therefore, children are developing the necessary skills needed for the next stage in their learning and their eventual move to at school.

The childminder fully understands her responsibilities relating to the progress check for children who are between the ages of two and three years. The childminder has good partnerships with parents, which supports children in their future learning. They work closely to share relevant information to ensure children's individual requirements are met. The childminder provides verbal feedback at the end of each session along with a daily diary, newsletter, text messages and photographs. She also encourages parents to view their children's development records on a regular basis, keeping them informed about their children's progress and development.

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

Children smile as they spend time with the childminder. She is warm and caring towards them. The childminder is sensitive to children's needs and personalities; she promptly responds when a young child is tired providing cuddles, reassurance and the child's comforter. As a result, children form a secure attachment to her. Secure attachments are also evident between the children and her co-childminder. Children are happy and settle well, they are developing the skills needed to help them cope with moving on to other settings, and school when the time comes. The childminder has a high expectation of good manners. For example, children are learning to say, 'please' and, 'thank you' and the childminder then responds with praise. The childminder is a good role model for children. She shows them how to use resources, while interacting and playing with the children down at their level. For example, she models how to use the toy kettle to further develop children's role-play experience. Children's behaviour is good and the childminder supports children's understanding of appropriate ways in which to behave through consistent boundaries and messages. Children are kind to one another and they are learning how to share and take turns of popular resources through the childminders sensitive support.

Children have access to a good range of resources to stimulate and encourage them in their learning. Resources are easily accessible to the children, which enables them to make independent choices. However, there is limited clear floor space to enable children to play with the number of different resources which have been set out in the lounge. As a result, children occasionally find it difficult to move around, particularly when they want to

help themselves to their water cups. Displays adorn the walls in the learning environment. However, they do not include examples of the children's artwork. In addition to this, opportunities are limited for children to see themselves or important people in their lives through the use of photographs, which they can easily view. This does not fully promote children's self-esteem and emotional well-being fully.

The childminder promotes children's physical well-being and ensures they develop an understanding of healthy lifestyles. The childminder offers healthy foods and provides opportunities to talk about keeping fit, healthy and safe within their environment. Good standards of hygiene in the home help to keep children healthy. All of the children enjoy playing outside. The childminder helps children understand about their own safety as well as learning new skills. For example, children learn how to bounce themselves safely on the trampoline. The childminder develops children's understanding of good hygiene practices as she helps them to wash their hands before eating and after messy play. Children's self-care skills develop well. For example, at lunchtime the childminder encourages all children to feed themselves, even from a young age. Effective procedures are in place to support the administration of medication and in the event of an accident. The childminder and her co-childminder have valid first-aid qualifications.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has written policies, which inform parents of her responsibilities in meeting the requirements. The policy also includes restrictions on the use of cameras and mobile telephones in the setting. The childminder is confident of the action required in the event of an allegation against herself, her co-childminder or a member of the household. She has taken part in safeguarding training and keeps herself up-to-date with procedures which help to further protect children. The childminder has experience of working in partnership with other professionals to support children with special educational needs and/or disabilities. She understands the importance of early identification and working in partnership with parents and professionals in order to support children's learning and meet their needs.

The childminder demonstrates a good attitude to developing her practice and has made progress since her last inspection; this includes developing her risk assessment processes which she effectively uses to help minimise hazards to children in her setting. Since the last inspection the childminder has also successfully completed a level 3 childcare qualification. This also shows her commitment in making improvements to her childcare service. She also closely liaises with her co-childminder in order to identify and make changes to benefit the children. For example, following a fire drill a discussion took place in regard to how they would cope if a fire started in the kitchen and the children were asleep at the other end of the house. They now keep a spare key in a suitable place so that they can still gain access to the children in the event of a real emergency. This demonstrates a good capacity to reflect on their practice and drive improvements.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She is able to plan and provide activities for children of different ages and stages of development. She reflects on whether an activity has been effective, and adjusts her approach accordingly to provide further learning opportunities. Partnerships with parents are good. She seeks their views through parental questionnaires and verbal feedback. Parents are very complimentary about the care and progress their children receive. Comments include, 'my child always loves being with you and we really appreciate all the efforts you put into helping our child to develop'. The childminder clearly understands the importance of working with other early years settings and professionals, in order to promote continuity in children's learning and development. Parents complete a 'Where am I at?' form when children first start at the setting so the childminder and her co-childminder know children's starting points, likes, dislikes and routines. This information comes under regular review and helps the childminder, and her co-childminder, to help children make good progress in their learning and development.

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	EY331129
Local authority	Surrey
Inspection number	847578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	01/03/2011
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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