

Inspection date	12/01/2015
Previous inspection date	15/01/2009

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

- This childminder provides a good range of carefully planned activities which help children to make good progress in their learning. These include regular outings to interesting places.
- The children are well supported to play with other children and to learn important social skills.
- The childminder values parents' contributions and works closely with them to make sure the children feel secure.
- The childminder provides a safe and secure environment for the children to play and learn.

It is not yet outstanding because

- The organisation of equipment in the playroom means that children cannot clearly see all the resources they can use.

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 working with children in her home and garden.
The inspector spoke to the childminder about various aspects of childminding, including how she keeps children safe and how she plans activities to help them progress in their learning.
- The inspector looked at observations and assessments of the children.
- The inspector took account of the views of the parents through written references provided by parents.
- The inspector looked at documentation, such as the safeguarding policy, and evidence of first-aid training.

Inspector

Catherine Reeves

Full report

Information about the setting

The childminder was registered in 2000. She lives with her husband and three children, in Fetcham, Surrey. There is easy access to the premises. The whole ground floor of the childminder's home is used for childminding, with a bathroom upstairs. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children, all of whom are in the early years age group. All children attend on a part-time basis. The childminder cares for children on weekdays throughout the year. The family has three cats.

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 resources to enable children to see what is available more easily.

Inspection judgements

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

The childminder provides a stimulating environment and a wide range of activities for the children in her care. The resources she provides and the activities she plans mean that children make good progress in the time they spend with her. The large playroom is well-equipped with toys, many of which the children can help themselves to, for example books, construction toys, a play kitchen and toy cars. This means that the children are able to follow their own interests and have some control over their learning. There is a good balance of adult-led and child-led activities. At some points of the day the childminder organises specific activities, such as painting or cooking, while at other times the children can help themselves to the toys and equipment on offer. During these child-led times the childminder supports the children in their play, following their lead and joining in their games. This helps to extend the children's thinking, language and play.

The childminder carefully records what children learn. She uses her observations to plan activities that build on what children already know and can do. When children first start, parents are encouraged to share information about their child so that the childminder can assess their starting points. The childminder has a good knowledge of child development. If she feels a child needs extra support she discusses this with parents before putting support in place. This means that all children make good progress in their learning. The activities that she plans provide a broad range of experiences and help children in their all-round development. For instance, at the time of the inspection, the children had recently baked buns, taken part in messy play activities and visited the gardens of a local historical

property. These activities and the others the childminder plans help her to promote children's language development, understanding of the world, and to develop their social and physical skills.

Children are developing the skills that they will need when they move on to school, such as independence and social skills. Children are encouraged to use the toilet independently and to help prepare their morning snack. The childminder teaches children to share resources and to take turns to use favourite equipment. Children have lots of opportunities to practise early writing and drawing, and to spot shapes and letters in the environment when they are out and about. This means that the children are well prepared for the next stage of their education.

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

The childminder forms strong relationships with the children in her care and children are very relaxed and happy. Even new children are confident to choose toys and get involved in games. The children are happy to play by themselves, but also enjoy it when the childminder joins them in their play or invites them to an activity. They approach her to tell her what they want and enjoy her company. The children's behaviour is good and the childminder gives them lots of praise for sharing and being helpful.

The children are well stimulated by a variety of environments throughout the week. The childminder takes children out to local toddler groups on some days of the week and also plans trips to local parks and places of interest. Children play in the secure, well-resourced garden every day. This means that all children's learning styles and interests are catered for and so all the children make good progress. The playroom has lots of toys, many of which the children can access easily, but slight disorganisation means that children are not aware of all the toys that are available.

The care routines the childminder follows help the children to become independent and to keep them safe and healthy. For instance, a step is provided in the bathroom so children can reach the toilet and sink, and children help to prepare their healthy snack of fruit. The childminder reminds the children about staying safe, for instance suggesting a younger child bumped down the stairs on their bottom, as they returned from the bathroom. There is a separate area for children to sleep, and the childminder works with parents to provide the same sleep routine as children have at home. The childminder provides parents with a detailed written account of what their child has done each day, which means parents can have meaningful conversations about the day with their children. Parents are very happy with the care that their children receive and feel very involved in their children's learning.

When new children arrive, or when older children leave, the childminder makes good efforts to talk with other schools, childminders and other settings. Where possible she shares information with other settings about the child's progress and interests, with their parents' permission. This ensures that the children receive consistent support for their care and learning.

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

The childminder plans interesting and stimulating activities for the children and carries out detailed observations of their learning. She uses these observations to track children's progress to make sure that children make good progress from their starting points. This means that she is quick to identify any areas where a child may need more support. The childminder regularly evaluates activities so that she is constantly improving on what she is doing.

The childminder keeps the children in her care safe and has a safeguarding policy which explains what she would do if she was concerned about the well-being of a child. She shows a good understanding of the procedures and has kept up-to-date with safeguarding training. She has a clear complaints policy in case parents have any concerns about the care their child is receiving.

The childminder has excellent relationships with parents and works closely with them to inform her planning. This helps the childminder to get a really deep understanding of the children's interests and needs. When children first start, parents fill in a detailed form about what their child likes to do and anything they might need help with. This means that the childminder can tailor what she provides to meet the child's individual needs. The children's progress is regularly reviewed and shared with parents. The childminder writes a review and meets with parents to talk about different aspects of their children's learning, their learning styles and any areas where they need more help. This supports children to make good progress in all areas of 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	507347
Local authority	Surrey
Inspection number	842228
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

