

Inspection date	15/01/2015
Previous inspection date	17/11/2009

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		2
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

- The childminder develops positive relationships with children through a caring and friendly approach. This means children settle quickly and feel safe in her care.
- The childminder understands the importance of promoting the health and safety of children in her care. She continually assesses and minimises risks to children, enabling them to use the house and garden safely.
- The children have daily opportunities for fresh air and exercise, which promotes their health and physical needs.

It is not yet good because

- The childminder has not maintained her paediatric first-aid qualification to protect children's well-being fully.
- Although children play with a good range of toys, the presentation of some toys and resources do not allow children to make choices easily to promote independence in their play and learning.

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 activities inside the childminder's home.
- The inspector spoke with the childminder about children's activities and their progress at appropriate times during the inspection.
- The inspector viewed resources used to support children's learning, children's safety and areas of the home used for childminding purposes.
- The inspector sampled children's records, policies and procedures shared with the parents, the register of attendance and methods used by the childminder to evaluate her service.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 1993. She lives in Horley, Surrey. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder is within walking distance of local schools, parks and shops. The childminder has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age range.

What the setting needs to do to improve further

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

- ensure an appropriate first aid qualification is maintained.

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

- review the organisation of the toys and resources to offer children greater choice and to promote their independence.

Inspection judgements

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

The childminder finds out information from parents about their children's interests and stage of development when they start to attend. This enables the childminder to provide toys and play equipment that children want to play with. Therefore, they settle quickly. The childminder has good systems for observing, assessing and planning for children. These show that they enjoy their learning and are making good progress. She is aware of children's next steps in learning, which she supports through the activities she provides for them. For example, she is currently playing games with one child to develop their colour, shape and number recognition. Children have a good attitude towards learning and participate well in all the activities provided by the childminder. The childminder shares her ideas about activities parents can extend at home. Therefore, she successfully supports children's continuity of learning. The childminder is aware to undertake the progress check for children between the ages of two and three years and how to complete this in partnership with parents.

The childminder helps children to develop their language and communication skills. She constantly holds friendly conversations with children, showing interest in what they are doing and developing their language and thinking skills. She encourages young children to

explore and investigate their toys. For example, she showed children how to use a pin to hold their wooden shapes in place and tap it gently with a hammer. In addition, when children built a house with construction bricks she asked them to name the animals they placed inside. Therefore, developing their fine motor skills and communication. Children are confident and are happy to ask the childminder about what they would like to play with from the many toys available in the playroom. However, the childminder does not enable children to access some of the resources independently to offer further choice and promote their independence.

Children are learning to appreciate books because the childminder reads to them. They know to turn pages and the childminder talks about what is happening in the story, which supports children's early literacy. Children enjoy using their senses to explore the malleable dough and have fun as they use their fingers and the various tools to press and manipulate the dough into shapes. Consequently, children gain a range of suitable skills in readiness for the next stage in their learning and their move to school.

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

Children are welcomed into a warm and caring environment, where they are all valued and included. The childminder is kind, caring and supportive. This results in children happily separating from their parents and quickly settling when they arrive. Children show that they form sound emotional attachments to the childminder. She provides comfort and reassurance to children, which helps them feel safe and settled. The childminder engages children in playful interaction. When they had finished their meal, she dabbed a wet flannel on their chin to clean their face. This resulted in warm smiles and giggles from the children and a willingness to engage with her. Therefore, supporting their emotional well-being.

Children behave well because the childminder sets clear and realistic expectations, which they learn to respect. She helps children to understand daily routines and boundaries within the home as she models positive behaviour. The childminder promotes good behaviour through praise, which helps to support children's confidence and self-esteem and their desire to want to contribute. Children are safe within the home and garden. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency. In addition, the childminder teaches them the importance of road safety when out walking around the community.

The childminder understands the importance of outside play in relation to supporting children's health and well-being. She plans activities, such as walks in the local environment and playing out in the garden, which enable children to enjoy plenty of fresh air and exercise. When out walking, she draws children's attention to local wildlife. They talk about the birds, squirrels and foxes. Therefore, making children aware of local wildlife. The childminder teaches children about the life cycle of the plants she grows in the garden and involves them in planting and looking after them. In addition, they pick

soft fruits and enjoy eating them for a snack.

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

The childminder does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because her paediatric first-aid qualification has expired. Therefore, she does not currently hold a valid certificate. This is a breach of requirements of the Early Years Register and the Childcare Register and means that she does not effectively assure children's well-being. The childminder has arranged to attend first aid training and demonstrated a secure awareness of how to administer first aid in the event of an accidental injury. She understands what to do should she have a concern about the welfare of a child in her care, who to contact and where to seek advice or support. She makes detailed risk assessments for all areas of the home, garden and outings. These effectively help minimise any potential hazards to children.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage, and implements a method of recording children's progress towards the early learning goals. The childminder involves parents and children in the evaluation of her setting by gaining their opinions, which enables her to make improvements to her service. She demonstrates a good capacity to maintain continuous improvement of her provision. The childminder has met the action raised at her last inspection; for example, she now keeps a daily record of the names of the children cared for on the premises and their hours of attendance.

The childminder develops positive and trusting partnerships with parents and shares information with them about their children. For example, she talks to them on a daily basis about activities they have participated in and lets them know about their children's well-being. This supports children's welfare and continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure an appropriate first aid qualification is maintained (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is maintained (voluntary part of the

Childcare Register).

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	121518
Local authority	Surrey
Inspection number	813629
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	17/11/2009
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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