

Inspection date	19/12/2014
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	3
	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		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 provides many opportunities for children to explore the environment and local communities, giving them a sense of belonging and respect for the natural world.
- The childminder establishes links with other partners such as childminders, nurseries and early years advisors, providing children with regular opportunities to socialise.
- The childminder works well to nurture children's growing independence, giving them age-appropriate responsibilities.

It is not yet good because

- The childminder maintains children's records in an online computer programme which is not always accessible. This means that important information cannot be accessed in an emergency.
- The childminder is not fully successful in involving all parents in their children's learning and therefore continuity between home and the setting is not fully effective.

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 looked at the childminder's self-evaluation form.
- The inspector sampled policies and documents.
- The inspector spoke to the childminder about her practice.
- The inspector carried out observations of children and the childminder's practice.
- The inspector gained parental testimonials to gain their views.

Inspector

Sara Hope

Full report

Information about the setting

The childminder registered in 2004. She lives with her school-aged son in the village of Cranleigh, Surrey. Children have access to the whole of the childminder's home and there is a fully enclosed garden available for outside play. The family has two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder currently has five children in the early years age group on roll. The childminder works weekdays throughout the year and is registered to provide overnight care.

What the setting needs to do to improve further

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

- ensure that the records required for the safe and efficient running of the service are accessible at all times.

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

- extend further arrangements to engage all parents in their children's shared learning.

Inspection judgements

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

The childminder provides children with a wide range of activities, supporting their learning and development effectively. She focuses on the younger children's communication and language skills, and their personal, social and emotional, and physical development, which prepares them well for their future learning. The childminder effectively role models language and supports children to practise good social manners and to show respect for each other. She praises their achievements, giving them pride and confidence in their achievements. The childminder supports children's physical development and coordination through activities, such as play dough and cutting with scissors. Children enjoy opportunities to take part in outdoor activities. For example they visit a forest school, which the childminder leads and runs, and a farm. They also grow vegetables in the allotment the childminder shares with other childminders. Children benefit from regular opportunities to socialise and engage with others. This supports their communication and language, and enables them to form strong attachments with others.

The childminder uses an online computer program to store some records relating to children. The childminder completes children's developmental checks on this system but

has not been successful in fully engaging all parents in using the interactive system. This means that she does not effectively involve all parents in supporting their child's learning.

The childminder attends local groups where she receives support and training for speech and language. She uses this training to promote children's speech development effectively. For example, she plays games with them, using bubble blowing and blowing feathers to strengthen muscles in their mouth to aid their speech and language. Parents speak highly of the childminder and the service she provides. They say she is very accommodating and supportive to the children and their families. In addition, to recording information about children's development online, the childminder communicates with parents daily through verbal feedback and through communication dairies. This helps to keep parents updated on children's progress and the activities they take part in during the day.

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

The childminder is approachable and welcoming to children. This helps them to form good attachments and encourages them to build good relationships with each other based on mutual respect. She models good behaviour and praises children when they behave well, encouraging and reinforcing this effectively. The childminder gently reminds children to be aware of each other and offers age-appropriate tasks supporting independence and developing levels of responsibilities. For example, she asks children to help set up for lunch and supervises while they cut up a banana and give out plates and drink bottles.

The childminder has a valid first-aid certificate and maintains the required records relating to accidents and first-aid treatment. However, she uses an online computer program which relies on a working internet connection. This means that the childminder is unable to guarantee the records will be accessible in case of an emergency. The childminder supports children well to take carefully managed risks and learn how to keep themselves safe. She organises for them to experience physical challenge, for example, during forest play. This helps them to learn to move around natural environments while keeping themselves safe. She talks to them about the importance of holding hands and not running when crossing roads. The childminder checks that environments are safe and uses safety features, such as stair gates, harnesses on high chairs and car seats, when transporting children.

Children learn about healthy lifestyles by growing and eating their own vegetables at the childminder's allotment. The childminder has very effective arrangements to administer medication and is sensitive to children's individual health needs. Children wash their hands before and after snack with their own personalised flannels, learning about good hygiene routines.

The resources and environments the childminder uses effectively support children to progress in their learning and development. Toys are accessible and labelled well, offering children clear choices and variety. The childminder follows children's interests, encouraging them to learn. For example, she uses one child's love of a popular cartoon film to encourage dancing, singing and moving effectively.

The childminder gains information from parents to help her to settle their child when they first start with her. She also prepares children well to move on to other settings such as nurseries and schools. She builds good relationships with staff at schools and nurseries and shares information effectively. The childminder teaches children to be self-sufficient with dressing, such as putting on coats and shoes, thereby getting them used to the level of independence expected from them at school.

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

The childminder understands her responsibilities to support children's learning and development. Her knowledge of the learning and development requirements is sound and therefore she provides stimulating activities for children to progress in their learning. However, her use of online systems to record details of children's progress is not fully effective in sharing information with all parents. In addition, the childminder uses the same computer program to maintain some required records, such as accident records. Access to these records relies on internet connection. At the time of the inspection, the childminder did not have a working internet connection and so records were not available. This is a breach of the safeguarding and welfare requirements and means that the childminder cannot guarantee the accessibility of required information at all times.

The childminder has a clear knowledge of safeguarding procedures and has a written policy which she shares with parents. She supervises children well, making sure they are not left alone with other people that have not been fully checked. In addition, the childminder makes sure visitors' information is collected and identification checked meticulously

The childminder evaluates her practice and identifies areas for improvement in order to benefit children. For example, she plans to complete a food-handling course. She is currently training in forest schooling to improve opportunities for children to explore the natural world. The childminder develops good relationships with other professionals. For example, she seeks advice from the local authority early years team and completes training to support children more effectively. The childminder makes good use of facilities available to her to offer children good learning opportunities. She is currently developing information sharing systems with local nurseries to support children in her care who will attend other settings. She regularly works alongside two other childminders, providing children with an extended social network.

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 that the required records relating to children are maintained appropriately (compulsory part of the Childcare Register)
- ensure that the required records relating to children are maintained appropriately. (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	EY290098
Local authority	Surrey
Inspection number	833764
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	11/02/2009
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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