

Inspection date	10/10/2013
Previous inspection date	22/04/2010

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

- Children feel safe and secure with the childminder. She has a good understanding of how to promote health and safety of the children in her care, effectively assessing and minimising risks to children.
- Children are happy, settled and at ease in an environment where they confidently explore and make choices and decisions from a wide range of toys and activities.
- The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses effective systems to monitor, assess and plan for children's progress.
- The childminder fully fosters partnerships with parents, which ensures that children receive consistent support to enhance their learning and development.

It is not yet outstanding because

- Children do not always have sufficient practical opportunities to extend their literacy.

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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the lounge/conservatory room.
- The inspector examined documents and the records of children's learning and development.
- Ongoing discussion with the childminder took place throughout the visit.
- Safeguarding was discussed with the childminder and her policy sampled.
- Parent's feedback was sampled through letters of recommendation.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2009. She is one of two childminders and one assistant working together who provide childcare on domestic premises and childminding services in the Hersham area of Surrey. Members of the childminder's family live at these premises. The family have a dog and keep chickens. Children have access to a large playroom and conservatory, with toilet and kitchen facilities on the ground floor, and sleeping in one of two bedrooms on the first floor. Children have daily opportunities for outdoor play within the garden and local parks. The childminder takes children to other child-based activities within the community. There are nine children currently on roll, all of whom are in the early years age range and attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise their early writing skills in practical situations.

Inspection judgements

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

The childminder understands her responsibilities in meeting the learning and development requirements and has a good understanding of the Early Years Foundation Stage. She creates a 'home from home' setting where children are cared for in a welcoming environment. She provides a broad range of exciting and stimulating learning and play experiences, which inspire children to explore, investigate and have fun. As a result, children consistently demonstrate strong characteristics of effective learning. Children benefit from the time and attention the childminder devotes to their care and learning, as she participates in the activities. She is very aware of children's individual needs and focuses her attention on catering for the needs of every child in the group. She spends her time with children helping to promote learning through their play.

The childminder supports children's early language skills fully through modelling correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. The childminder reads books to children whenever they ask. Regular visits to the library and story time enhance children's enthusiasm for books further; therefore, they learn that there are many types of

books. Children happily engage in imaginative play with their friends in the home corner and enjoy dressing up in various costumes. Children have fewer opportunities to practise early writing skills in their make-believe play. Children respond positively to the childminder's encouragement and interaction. They are happy, settled and confident learners and enjoy the variety of activities they engage in. Regular opportunities to explore painting, collage, glue and cutting are available as they make their own creations. They confidently explore their surroundings making individual choices in their play. They especially enjoy being outdoors. Daily walks to local places of interest mean children are physically active and show good control and coordination of their bodies.

The childminder notes children's achievements and records them in individual learning journeys. She adds photographs to these to demonstrate what the children engage in. The childminder links her observations to the areas of learning in the Early Years Foundation Stage as a record of their progress. A tracking system enables the childminder to highlight any gaps in the children's learning and take appropriate steps to address them. This helps children to make good progress in their learning and be ready for the next stage of their development. The childminder works effectively with parents. She shares children's learning records regularly with parents. The childminder encourages parents to contribute to their children's learning by sharing their observations and detail of events, activities and learning from home. The childminder provides parents with information about her planned activities, through the use of a planning board, which helps parents to support and continue the learning at home.

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

Children are confident and independent learners in the childminder's comfortable, family orientated home. They enjoy a good range of activities that promote their learning and development well, and move around the home with confidence. Children's safety is a high priority as all areas of the home, garden and outings are regularly risk assessed. For example, the childminder ensures the family dog does not access any of the children's play areas, both indoors and outside in the garden. The childminder introduces very young children to visitors so they learn to feel safe in their environment. Children take part in regular emergency evacuation procedures and the childminder provides children with very good examples of how to keep safe on outings. This further promotes their feeling of safety both indoors and out. The childminder develops secure attachments with all the children, they enjoy frequent cuddles and encouragement helping them to feel safe and valued in her care. Children are able to show kindness and consideration for others. For example, they share the toys that they are playing with, allowing others to join in. Children's behaviour is good and the childminder consistently offers words of praise for their efforts and achievements. As a result, children develop a sense of well-being and self-esteem in the childminder's care.

Children have a positive introduction to being healthy and keeping safe. The childminder implements risk assessments effectively, and practises emergency procedures with children. She supports children to tidy up to ensure not too many toys are out to prevent tripping over. This helps to raise children's understanding of potential risks. Children enjoy

healthy meals and snacks provided by the childminder. They follow positive personal hygiene routines that help to reduce the risk of the spread of germs, for example, washing their hands after stroking the family pets. The childminder supports children's physical skills well. There are many opportunities for children to exercise and enjoy fresh air, such as on walks in the local area, in the garden, playgrounds and at parks. Children explore the garden, enjoy running and using ride-on toys amongst other activities. The childminder follows younger children's familiar sleep and eating routines in consultation with the parents to ensure she meets and caters for their individual needs. Parents provide bedding for their children who sleep in cots, and older children have 'ready beds', which the childminder cleans regularly. The childminder closely monitors sleeping children, and uses a chart to record when she checks on them to further support their safety and well-being.

Children communicate their needs effectively because they are given the time and space to consolidate their thoughts and ideas. The childminder interacts effectively with the children. She suggests different activities and offers help when required, for instance, when children are learning to catch and play throwing games. They learn to take turns with the outdoor equipment and to respect the needs of others. As a result, they develop good social skills and learn to play harmoniously with others. This helps to maintain a calm and happy atmosphere. The childminder has effective communication links with others, where children attend other early year's settings. This enables children to receive a consistent approach to enhance their development. The childminder provides support for children preparing for their move to school, for example, through discussion and activities.

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

This inspection was carried out following concerns raised to Ofsted. Ofsted carried out an unannounced visit and issued a notice to improve with regard to keeping an accurate record of children's attendance to support how ratios are met. This related to the Early Years Register. The childminder has successfully addressed this. She keeps a clear record of children's attendance, which includes children's dates of birth, and shows their times of arrival and departure, and who their key person is. These records demonstrate that the childminder is able to maintain ratios. The childminder has effective arrangements in place for safeguarding and children's well-being. She has an accurate understanding of safeguarding and her responsibilities. All the required policies and procedures are in place to underpin the good practice and inform parents of how the childminder will operate. The childminder maintains all required documentation effectively, including the records of any accidents and incidents. The well-organised use of available space ensures children's personal safety and well-being at all times. The childminder demonstrates a good understanding of how to provide a rich learning environment for children. She provides suitable activities that challenge children and help them make good developmental progress. The childminder keeps written records of children's play, showing an accurate understanding of their development, which reflect their good ongoing progress. Planning is adapted to respond to children's individual interests and developmental needs, determined by both discussions with parents and useful observations of children's play.

This includes completing the progress check for children at age two-years when required.

Parents are very happy with the childminder's service commenting that due to the childminder's input, their children are making good progress in all areas. Parents comment, 'she is very reliable and flexible', and 'very proactive, friendly and engaging'. The childminder liaises with other early years professionals to build on her already good practice. The childminder is aware of working in partnership with other professionals. She is clear of having good lines of communication to support the continuity of care and education for children.

The childminder completes a self-evaluation process with her co-minder, which clearly identifies both their strengths and areas for development through monitoring and evaluating the service she provides. The childminder demonstrates a positive approach to improving her professional development in order to enhance the learning, development and care of the children in her setting. The childminder and her co-childminder work closely together to implement the requirements of the Statutory framework for the Early Years Foundation Stage consistently. They ensure they have up-to-date qualifications to support children's well-being, for example, first aid.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY401497
Local authority	Surrey
Inspection number	912882
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	9
Name of provider	
Date of previous inspection	22/04/2010
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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