

Inspection date	17/09/2014
Previous inspection date	16/01/2009

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		3
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

- Children benefit from the good interactions and support of the childminder to encourage them to think critically, develop their ideas and express themselves.
- The childminder has a clear understanding of child protection procedures, to help keep children safe.
- Children show confidence in the childminders care as she provides a calm and welcoming environment to enable children to feel safe and secure.
- Partnerships with parents and other settings promote continuity of care for children.

It is not yet good because

- The childminders knowledge and understanding of the learning and development requirements is not fully embedded, as she has not implemented systems in support of the required progress check for two-year-old children.
- The childminder does not foster children's skills of independence fully as she does not make them aware of resources that are stored out of sight.
- The uninviting presentation of the book area does not effectively encourage children to develop their literacy skills .

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 interactions between the childminder and the minded children.
- The inspector looked at the documentation, including children's records and the childminders policies and procedures.
- The inspector took account of the views of parents from written comments obtained by the childminder.
- The inspector held discussions at appropriate times with the childminder about children's activities and their progress.

Inspector

Teresa Elkington

Full report

Information about the setting

The childminder registered in 2005. She lives with her two young children and lodgers in Send, near Woking in Surrey. She occasionally works with an assistant. The childminder mainly uses the reception room for childminding, with sleeping and toileting facilities provided. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age group who attends on a part-time basis. The childminder drives to a local pre-school group to take and collect children, and visits local parks and other areas of interest.

What the setting needs to do to improve further

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

- develop processes to ensure the progress checks for two-year-old children are completed when needed.

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

- develop a system to enable children to independently assess all toys and resources
- develop children's enjoyment of books by creating a cosy and inviting area for them to sit.

Inspection judgements

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

Children are confident and at ease in the care of the childminder. She provides support and guidance allowing them to gain the most from their learning and play experiences. The childminder has an adequate knowledge of the seven areas of learning and provides a range of activities that capture children's known interests. Children's use of language is well fostered. The childminder uses open ended questioning and allows children time to process their thoughts. This enables them to be active and confident talkers and to recount past events with confidence. For example, children recall events in their own lives with enthusiasm and expertly link these experiences with their chosen play activities. Children sit for sustained periods of time at their chosen activities. They show patience as they select materials needed to create cars from constructional resources. The childminder

supports children's play as she introduces mathematical concepts. For example, as she talks about the length of cars, comparing which are the longest and which are the shortest.

The childminder provides hands-on activities to support children in their learning. For example, children thoroughly enjoy playing with a selection of animals. The childminder uses these opportunities to support children in grouping the animals according to colour and species. This helps to develop their understanding of sorting into groups. The childminder introduces books to support children's play. For example, the use of three dimensional picture books enables children to fully explore their interests, such as dinosaurs. However, the organisation of the book area does not fully encourage children to use and enjoy them. Children have access to a range of outdoor play resources to develop their strength and coordination. They enjoy riding on wheeled toys, showing control and skill as they manoeuvre them in the garden. The childminder introduces household items to support and encourage children's physical play. For example, she transforms large cardboard boxes when creating obstacles courses as an addition to pop-up tunnels.

The childminder gathers appropriate information from the parents when children first start, both verbally and in written form. This allows her to develop her understanding of children's interests and developing milestones. The childminder carries out regular observations and assessments of each child's learning and uses these to plan for their next steps. This she does in collaboration with parents, which includes them in their children's future development and learning. However, the childminder does not have a complete understanding of the requirements in support of children's learning and development. She has not implemented a system in support of the required progress check for two-year-old children. As a result, she does not provide parents with a short written summary of their child's' development in the prime areas of learning, in order to fully support children's future learning.

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

Children are settled and form trusting relationships the childminder. They seek comfort from her as they snuggle on her lap when tired. The childminder offers continual words of encouragement, which enables children to develop good levels of self-esteem from a young age. This also helps them to develop the emotional confidence needed to support their future move to school. Children learn to build relationships with others their own age through regular visits to child-based activities away from the home. This enables them to learn to play co-operatively as part of a group. It also helps to develop their understanding of good behaviour expectations.

The childminder has secure and effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards, and any action needed to minimise these. The childminder promotes children's awareness of their own safety. She encourages them to clear away activities that they have finished with. This provides

children with ample space to follow their chosen play activities in organised surroundings. They also learn to keep themselves safe through regularly practising road safety, when out on walks.

Children have access to a wide range of resources, which are supportive of their ages and stages of development. However, children are not able to choose from the full selection of toys, as many are stored in other areas of the home. Therefore, this occasionally inhibits children's developing independence in following their own interests.

The childminder promotes children's healthy appropriately. She teaches children about good hygiene practices as part of their daily routines. For example, they wash their hands in readiness for mealtimes and after visiting the bathroom. Parents supply meals for their children. The childminder provides information for parents in support of healthy eating options for their children. The children have access to their own drinks, allowing them to respond to their own bodily needs.

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

The childminder has a thorough understanding of safeguarding issues. She is clear about her role and responsibility should she have any concerns about a child in her care and knows the procedures that she would follow. This enables her to protect the children and act in their best interests. The childminder undertakes appropriate suitability checks on household members to promote children's safety. She keeps a range of written policies which she shares with parents. These underpin the operations of her service and support the well-being of the children.

The childminder demonstrates a good capacity towards maintaining continuous improvement and improving outcomes for children. She has fully considered the recommendations following her last inspection, which shows her commitment to the development of her provision. The parents share their views through verbal and written feedback, which the childminder uses to influence the quality of the provision. The childminder has a good awareness of the training programmes that are available to her through her local authority. She highlights that she is keen to keep her knowledge updated through training in support of her continued professional development. For example, she has updated her safeguarding awareness and renewed her first-aid training certificate since her last inspection.

The childminder communicates well with parents and other early years settings. This enables a consistent approach to care and learning in support of children's individual needs. On a daily basis, the childminder shares details of the child's day and their achievements verbally and through the use of a diary. Comments received from parents highlight the childminder as being caring, trustworthy and reliable. The childminder shares information with other care settings in readiness for children joining them. This enables her to share information about children's interests and current stages of development in

support of children's future learning.

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	EY294703
Local authority	Surrey
Inspection number	814794
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	16/01/2009
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

