

Inspection date

Previous inspection date

04/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder has a good knowledge of current learning and development guidance which she uses effectively to observe and assess children and help them make good progress.
- The childminder provides children with a good role model, due to her positive interaction and communication, for example, as she talks aloud to help children think and control what they do.
- The childminder has a good knowledge of how children prefer to learn and adapts her approach accordingly. She joins in play sensitively, fitting in with children's ideas and providing support when needed, without taking over or directing.
- Children's individual needs are well met because the childminder establishes good communication with parents and learns from them what children do at home.
- The childminder consistently evaluates the quality of the provision and makes continuous improvements, particularly in relation to the provision for outdoor play and resources that help children make good progress.

It is not yet outstanding because

- The programme for promoting children's sensory development does not include opportunities for them to independently experiment with a range of accessible media, to explore colour, texture and space.
- The programme for developing children's curiosity about people and interest in stories

about themselves and their family is not enhanced through asking parents to contribute to photographic books about their children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the two main downstairs playrooms rooms and the garden.
- The inspector also took account of the views of parents in letters they left with the provider for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form, and a selection of policies and children's records.
- The inspector gave feedback at a time agreed with the childminder.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Horsell, near Woking in Surrey. The home is within easy travelling distance of parks, shops, schools and other local amenities. Childminding mostly takes place on the ground floor of the home. Children sleep upstairs as necessary. There is a garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years. The childminder also offers care for children from the end of the early years to 11 years. The provision operates from Monday to Friday, for most of the year.

What the setting needs to do to improve further

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

- extend the opportunities for children to experiment with a range of media, through increasing the range of accessible materials, to enable them to independently explore colour, texture and space
- develop children's curiosity about people and interest in stories about themselves and their family, by encouraging parents to contribute to photographic books about their children.

Inspection judgements

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

Children make good progress in relation to their starting points, due to the childminders good knowledge of learning and development guidance and ability to implement the characteristics of effective learning. For example, they quickly gain control of their movements, and learn to walk, through regular opportunities to use wheeled toys at toddler groups and in the childminder's garden. Children show enthusiasm for everything on offer, because the childminder uses observation, assessment and planning to provide a good range of activities and experiences, related to children's individual interests. For example, when she notices they love animals she takes them to a local donkey sanctuary, which helps to promote their knowledge of the features of living things. The childminder follows children's lead and supports them with using resources For example, as she

switches on a battery operated vacuum cleaner which they push backwards and forwards in the hallway. Children reach expected levels of development in most areas because the childminder establishes good communication with parents, which enables them to feel comfortable with sharing information about their children's progress at home. Consequently, there is a unified approach to closing gaps in children's learning.

Children enjoy being active as they run around an enclosed trampoline and kick, throw and chase balls in the garden. They are beginning to develop balancing skills, as they attempt to climb up a small slide and climbing frame and they negotiate space, as they crawl inside play tunnels. The childminder provides children with support to develop self-care skills, for example, as they attempt to put on their wellington boots. She embraces children's second languages and has asked parents for a few words, which all children learn and say. Children express themselves, as they shout loudly while pointing to ducks on a pond and copy the sounds. They are beginning to join in large group singing and story-time sessions and use books appropriately as they look at the pictures. The childminder promotes children's interest, by using favourite books with small puppets they can post through holes. Children often choose to play imaginatively, for example with a play cooker. They are beginning to handle a range of media as they take part in adult-initiated activities. However, there are limited opportunities for them to use these resources independently, which restricts their exploration of colour, texture and space. Children attempt, sometimes successfully, to fit shapes into posting boxes. They achieve their aims because the childminder has a good knowledge of how children prefer to learn and adapts her approach accordingly. Children develop an awareness of people and communities through outings to toddler groups, Sure Start centres and music classes. However, the childminder has not fully enhanced children's curiosity about people and interest in stories about themselves and their family by asking parents to contribute to photographic books about their children.

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

Children are well behaved and learn to share during everyday activities, as the childminder provides simple explanations and re-enforces what is expected. They quickly overcome any frustration, because she provides enough similar resources and skillfully diverts children's attention into other activities. The childminder provides children with a positive role model due to her confident, kind and patient approach. Children enjoy playing together and show affection, for example, as they spontaneously hug each other after playing in the garden. The childminder promotes children's self-help skills as she provides them with opportunities to make their own sandwiches at lunchtime.

Children generally eat well and are provided with healthy food and drinks. The childminder provides a variety of different dishes that include children's favourite food, such as tomatoes. She talks to parents on a daily basis to identify what children have eaten for breakfast and provides additional food as needed. Children use a good range of indoor and outdoor resources that promote most aspects of their learning. Consequently, they develop a strong exploratory approach and make associations with real life during their play as they use bags, scarves, a garlic press, old mobile phones and other items. Children

have regular opportunities to play outdoors because the childminder makes use of rain suits provided by parents. Consequently, they show emerging confidence, as they climb onto the childminder's trampoline, small slide and climbing frame.

Children are beginning to learn about their own safety and the safety of others. They take part in fire drills with older children, which help them to become familiar with evacuation procedures. Children develop an awareness of diversity through using accessible resources that reflect positive images of difference. For example, books, a tuc-tuc van, chopsticks and dolls. The childminder provides books and resources which represent children's diverse backgrounds, for example, with pictures and words in their second languages.

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

There are effective systems in place for monitoring and revising the educational programmes to ensure that they have sufficient depth, breadth, and challenge, and reflect the needs, aptitudes, and interests of children. The childminder has recently attended additional training that has enabled her to develop a good understanding of the revised Early Years Foundation Stage Framework and guidance. This is evident as she monitors children's progress and uses her observations and assessments of children's learning and development to inform progress trackers. These clearly identify that children are making good progress in relation to their expected levels of development.

The childminder has a good knowledge of child protection policies and procedures and knows what action to take to safeguard children's welfare. She has successfully obtained a place on a safeguarding training course to keep her knowledge up to date. The childminder uses risk assessments and daily checks of the premises to reduce potential hazards and keep children safe. For example, she ensures children are well supervised when using the enclosed trampoline. The childminder regularly reviews her policies and procedures to ensure they are effectively implemented in everyday practice. For example, she has created a new policy on the delivery of the Early Years Foundation Stage and the involvement of parents in their children's learning.

The childminder consistently evaluates the quality of the provision and makes continuous improvements, particularly in relation to the provision for outdoor play. For example, she has made the garden secure and provided a range of outdoor resources that promote children's physical development and enjoyment of being active. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises to provide continuity in children's care and learning. Letters from parents show they are happy with the provision. For example, they say 'we feel very privileged to have found the childminder. The children are looked after in a very organised and friendly home' and 'we have been extremely happy with the care the childminder has given to our child and also the service that she has provided to us as parents'.

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	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. 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	EY420385
Local authority	Surrey
Inspection number	736419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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