

Inspection date

Previous inspection date

09/10/2012

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 supports children well in their activities because she instinctively knows when to step in and out of children's play.
- Children enthusiastically participate in a wide range of activities that support their progress and development effectively.
- The childminder clearly identifies children's next steps so that she is able to tailor activities to suit children's current interests to successfully promote their development.
- Children are clearly very happy in the childminder's care. There is a strong bond between them and the childminder quickly responds to their verbal and non-verbal requests.

It is not yet outstanding because

- Although partnerships with parents are good, the childminder has not fully developed their involvement in sharing information about children's achievements at home.
- Observations records highlight children's next steps. However, children's progress needs to be recorded clearly to show their development stages. This will enable the childminder to identify and narrow any achievement gaps promptly.

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

- All details held about the provision were checked prior the visit.
- The majority of the inspection was spent with the childminder in the lounge/dining room, observing the childminders practice and the children he was caring for.
- The inspector sampled children's information and development records and had discussions with the provider.
- The inspector viewed documentation including policies and procedures and assessment records.
- Parent's views were gathered through recent written information.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder has been registered since 2010. She lives with her husband and adult daughter in Guildford, Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding with toilet and sleep facilities available on both floors. There is a fully enclosed garden available for

outside play and the family have no pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two children on role and they are both in the early years age range.

What the setting needs to do to improve further

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

- develop the involvement with parents in order to share information about children's achievements at home
- improve the recording of children's progress by clearly showing children's development stages to enable the identification and narrowing of any achievement gaps

Inspection judgements

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

Children are happy and engaged in purposeful play because the childminder has a good understanding of the Early Years Foundation Stage. She successfully delivers the seven areas of learning through engaging children in activities that they are currently interested in. As a result, children are making good progress. For example, children choose their favourite current reading book about do-it-yourself tools. They cosy with the childminder and look through the book together, imitating the sounds the various tools make. The childminder further extends their interest and enjoyment by introducing a wooden peg and hammer activity. She models how to hammer the different coloured wooden pegs and the children giggle with excitement.

Children are clearly very happy in the childminder's care. There is a strong bond between them and the childminder quickly responds to their verbal and non-verbal requests. For example, children are developing a good awareness of their own self-care needs by indicating to the childminder when they are hungry or thirsty. Children's communication and language skills are developing well through the broad range of activities offered. For example, children eagerly join in with singing songs and rhymes that promote new vocabulary and concepts of counting. The childminder is extremely successful in developing children's speech and language skills through providing commentary and allowing children to respond in verbal and non-verbal ways. Children receive lots of praise for all of their efforts which positively boosts their self-esteem.

Children enjoy using programmable toys that develop their understanding of technology. They learn that the lever moves the toy backwards and forwards depending on the direction they push it. Children regularly go on outings to the parks and walks across the

Surrey Downs. They notice changes in the environment such as the leaves changing colour and marvel at the shiny spider webs they find hanging from the bushes. The childminder knows how much the children enjoy outside activities and therefore plans exciting outings each day. Children imitate real life experiences as they make 'pasta' for the dolls lunch, stirring and mixing dough in a small sauce pan.

The childminder ensures she gathers all of the required information she needs in order to individually promote children's welfare, learning and development effectively. She discusses and records children's starting off points when the child first comes into her care. She has made a good start in observing and recording children's development. The childminder clearly identifies children's next steps so that she is able to tailor activities to suit children's current interests to successfully promote their development. Parents are kept well-informed about their child's progress through regular meetings, daily diaries and sharing children's development records. However, the systems in place to involve parents in sharing their child's achievements at home in order to provide a shared approach is not fully established.

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

Children feel secure and at ease with the childminder, they thoroughly enjoy the time they spend together. Children are very well behaved and are learning through the childminder's positive role model, good manners and sharing resources. They learn how to respond and behave around other people through going on outings to the local play park, library and toddler groups. Children confidently move around the ground floor rooms of the childminder's home. Toys and resources promote all seven areas of learning; they are at child height and displayed to attract children's attention. For example a lovely range of inset and interlocking puzzles adorn a low table. This means children are becoming independent learners and are able to choose resources that provide achievable challenges to them. As a result, children are developing good skills to help their transition when they are in school or other settings.

Children learn about how to manage risks and to keep themselves safe. For example, they hold the childminder's hand when carefully stepping up and down to the ground floor cloakroom. They learn how to safely cross the road and know not to talk to strangers. Children adopt healthy lifestyles as they enjoy a nutritious diet of freshly home cooked meals that are cooked from scratch. They learn about different foods that are healthy as they take part in cookery activities and help to grow tomatoes in the garden. Children recognise their own drinking cup that is positioned on a low table, enabling them to help themselves whenever they are thirsty. They enjoy plenty of fresh air as they play in the garden and go on walks daily. Young children are encouraged to wipe their own face and hands after eating so that even from an early age they are developing good hygiene skills.

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

The childminder has completed safeguard training and has a secure knowledge of what to do if she was concerned about a child in her care. The childminder clearly understands her responsibilities in meeting the welfare, learning and development requirements. As a result, all legal requirements are successfully met. All required policies and documentation are in place and the childminder ensures children play in a safe and clean environment. The childminder supports children well in their activities because she instinctively knows when to step in and out of children's play. She ensures that children are given scope to take part in purposeful play that is both stimulating and challenging. Processes for monitoring the education programme are developing well. However, the systems to record children's progress are yet to be fully established to ensure that children do not fall behind in their development.

The childminder has formed good partnerships with parents; they speak very highly of her. She regularly discusses their child's development and shares a diary with them so they know how their child has been throughout the day. She gains parents views about her provision through conversation and by receiving completed questionnaires. This ensures that parent's views are noted and acted upon as required. She is beginning to make good links with other settings where children also receive their early years education. She fully understands the need to meet regularly with their key person to share progress and assessment information. To date, she has not been required to work in partnership with other professionals. However, she understands the importance of working cohesively together in order for children to reach their full potential. Although she has not started to use Ofsted's self-evaluation document, she has effectively highlighted her strengths and areas of improvement. For example, she arranged to attend training to enable her to successfully implement the progress check at age two. The childminder is committed to improving and building on the good practice that already is in place.

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	EY418970
Local authority	Surrey
Inspection number	725561
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	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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