

Inspection date

Previous inspection date

26/09/2012

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

- Individual learning plans are in place for each child and provide a clear structure to ensure children's next steps are identified and supported.
- Despite children recently starting at the setting, they feel secure, settled and very confident in their surroundings and have formed a strong relationship with the childminder.
- The childminder has a secure system in place to share information with parents about children's progress and encourage continued learning at home.
- The childminder is very good at developing and extending children's interests, especially by introducing relevant and interesting resources to motivate their learning.

It is not yet outstanding because

- Opportunities to support children's awareness of their own cultures, as well as those of others, have not yet been fully explored.
- Systems of self-evaluation do not yet fully consider the views of children and parents to ensure planned improvements are always targeted effectively.

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

- Discussions were held with the childminder.
- Observations took place of children's care, learning and play.
- A sample of documentation was scrutinized.
- Letters from parents, containing their views of the setting, were reviewed.

Inspector

Amanda May

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and their child who is nine years old in Wonersh, Surrey. The home is close to shops, parks, schools and public transport links. The whole of the home is used for childminding, with bedrooms available for rest and an enclosed garden for outside play. The family has two cats.

The childminder offers care from 8am to 6pm, Monday to Friday. She is currently minding one child in the early years age group, who attends on a part-time basis. She also offers care to children up to 11 years of age. The childminder is registered on the Early Years

Register and the compulsory and voluntary parts 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:

- develop systems for self-evaluation, to take account of the views of parents and children to help plan consistently well targeted improvements that support children's achievements.
- develop children's understanding of people and communities by promoting their awareness of their own culture and those of others, such as through sharing and celebrating a range of practices and special events.

Inspection judgements

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

Children are making overall good progress in their learning and development. The childminder has a clear understanding of how to support and encourage their learning through effective observation, planning and assessment. Children are motivated and engaged as they explore the resources available, which the childminder carefully plans around the children's individual interests. For example, following a visit to the local vet, children decide to develop their own animal hospital where they use a doctor's kit to listen to the heartbeat and take the temperatures of their patients.

The childminder is very well organized and although children have only recently started attending, she has gathered information from their previous setting to ensure she is well informed about their current abilities and potential next steps in learning. Parents are encouraged to share information about their child. Children benefit from the childminder providing good quality information to parents about how they can extend children's learning at home. There are some resources in place to depict positive images of different cultures and backgrounds. However, the childminder has not yet fully considered how she can provide exciting activities that encourage children to explore their own cultures and those of other people.

The childminder fully understands the importance of providing a balance of adult led and child-initiated play to cover the prime and specific areas of learning. She ensures that there is time and space for children to lead their own play, providing them with additional challenge, such as through skilful questioning, where appropriate.

Children demonstrate that they are capable learners and confidently choose activities that interest and engage them. They enjoy being challenged and persevere with activities.

When they achieve a new skill, they show pride in their accomplishments. This positive attitude demonstrates that children have the characteristics for effective learning.

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

Although children have only recently started attending, they are confident, self-assured and have strong attachments with the childminder. They have developed their social skills with other children of similar ages, due to the childminder planning visits to local toddler groups. As relationships between children and the childminder are so secure, children are motivated and interested in the activities on offer; therefore, their behaviour is good. Children are independent and benefit from being able to develop their own play, which the childminder extends very well to promote their thinking.

Children are gaining an understanding of risks and confidently explain to the childminder that they need to be careful when using scissors and a child-safe knife to snip modeling clay. They enjoy riding bikes outside in the garden, where they learn about the benefits of keeping active. The childminder supports children's understanding of the importance of good hygiene. Children are developing their independence during self-care routines such as washing their hands and using the toilet. Children are also developing positive attitudes to eating healthily, as they are encouraged to try new fruits and vegetables at meal times.

The environment indoors and out, is well resourced and welcoming and provides a range of experiences, which children access with pleasure. Children are well prepared for school, as the childminder fully understands her responsibilities in supporting them and does this through using children's interests to plan interesting experiences that promote future learning.

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

The childminder has made a good start to her childminding service. She is well organised and demonstrates a secure awareness of the importance of safeguarding children. She has an accurate understanding of potential signs that cause concern. Detailed written procedures are in place to ensure that she has reference materials to hand if she has concerns about children in her care. Children are cared for in a warm, welcoming and safe environment and the childminder is careful to ensure that she risk assesses additional outings or trips, so she is fully prepared for any eventuality.

The childminder has systems in place to monitor the effectiveness of her provision, including how she supports children's learning and development. This ensures that any gaps in their achievements are quickly identified and addressed. She has also developed partnerships with the local Children's Centre and other childminders to seek support and discuss practice issues. The childminder is eager to continue her professional development through attendance at training courses, which she carefully plans to meet the needs of the children who attend. The childminder has clear plans in place to develop her setting

further, such as through developing the outdoor provision and creating a cosy area indoors to encourage children's interest in books and story telling. However, the childminder does not yet fully consider the views of parents and the children, therefore future improvements are not targeted effectively in all instances.

No children currently attend other settings or receive support from other early years professionals. However, the childminder is very aware of the importance of building partnerships to work together to enable children to receive the support they need. Parents explain that they feel 'completely comfortable' leaving their child with the childminder and are very happy with the quality of care and support she provides.

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	EY437886
Local authority	Surrey
Inspection number	793240
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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