

Inspection date	23/10/2012
Previous inspection date	13/11/2008

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 are being offered a range of interesting, worthwhile activities and experiences that promote their all-round development.
- The childminder knows the children well and helps them to feel secure, promoting their well-being
- The children are developing their language skills through the positive interaction of the childminder.
- Consistent strategies are used and clear guidance given to promote children's behaviour. As a result the children play well together, respecting each others differences.

It is not yet outstanding because

- Children are unable to identify and help themselves to some of the resources.
- The system of risk assessments is not fully robust to safeguard the children at all times.

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 discussed all aspects of the care and education of the children attending.
- The inspector observed the activities the children were engaged in
- The inspector sampled some of the documents available, including written observations made of children's progress.
- The inspector observed the interaction between the childminder and children.

Inspector

Amanda Shedden

Full Report

Information about the setting

The childminder was registered in 2008. She lives with her husband and three children, one of whom is in the early years age range. They live in Frimley Green area of Surrey. All areas of the premises are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. She works with another childminder and there are 16 children on roll, five of whom are in the early years age range. The childminder gets funding for the provision of free early education children for three and four-year-olds. She walks to the local pre-school and schools to take and collect children. There are pets in the home.

What the setting needs to do to improve further

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

- use pictures alongside written words to ensure all children can choose what resources to use
- extend the system of risk assessment for the walk to school to fully promote children's safety at all times

Inspection judgements

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

Children are making good progress in their learning and development and acquire skills to help them in their next stage of learning. The childminder works with a co-childminder and they both have a clear understanding of the Early Years Foundation Stage and how this links to child development. She uses this knowledge to help her make general plans for children. Her skills and knowledge of the individual child enables her to differentiate activities for each child promoting their individual interests and abilities. As a result, children enjoy playing and exploring in a fun and stimulating play environment. The childminder establishes what children can do when they first start through detailed discussion with parents. She observes them carefully during their visits and in the first few weeks this gives her a good understanding of individual children's stages of development. The childminder uses effective systems of observational assessments to help her plan the next steps in each child's learning. The childminder fosters children's language development well. She interacts positively, initiating conversation and introducing new words to extend children's vocabulary through day to day activities; for example, while children eat oranges they are introduced to the word 'segment'.

Children have a strong sense of curiosity as they explore their surrounding. They move around the room freely choosing what they wish to engage with. The childminder sensitively engages with the young children talking calmly to them about what they are feeling and seeing. Children show a love of books; they handle books with care and

happily discuss the pictures with others. They enjoy going into the tent to snuggle down with blankets to read their books co-operating with each other to share the space.

The childminder makes good use of props and puppets to successfully extend children's learning and children enjoy acting out their favourite stories. This captures children's interest and develops their memory as they make the noises of the animals in the story. Songs and rhymes are part of the daily routine and activities, this helps develop children's awareness of sounds and rhythms.

Children have good opportunities to explore different textures such as lentils and dry autumn crunchy leaves. They have fun feeling the lentils and use the scoops to transfer it into different funnels. The interaction from the childminder helps children to think as they discuss why the lentils won't come through the funnels and what can be done about it.

The childminder works in partnership with parents. She keeps them well informed about children's care, well-being and development through informal daily discussions. Parents regularly view their children's learning journals and the childminder provides them with a termly overview of children's progress in all areas of learning. They are aware of the next steps planned for their children's learning through discussions and emails. The childminder has recently started to record everything online so parents can access information when they wish. This keeps parents fully informed about their children's achievements and progress.

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

Children are settled and confident in exploring their surroundings. The childminder knows children well and is aware of their likes and dislikes. She is attentive to children's individual needs; this helps children to feel secure and to build a strong bond with the childminder. The childminder and her co-worker plan activities to encourage children to feel special and have a sense of self. The children look in a mirror and identify their own features. They draw around their hands and the childminder talks to them about what makes them special and records it on the drawing of their fingers successfully promoting their sense of self-worth.

The childminder helps children understand how learning to share and being kind to others is important. They are reminded about team work and being friends as children listen and co-operate the childminder offers lots of praise and encouragement, acknowledging their efforts.

Children are developing good self-care skills; they know the routines and use the step to reach the sink and wash their hands at appropriate times. The childminder promotes healthy eating, offering children a choice of fresh fruit and vegetables for their meals.

The childminder has risk assessments in place and they have been used effectively to keep children safe while there is building work in the house. However the risk assessment for taking and collecting children from school is not fully robust to cover all eventualities.

The childminder organises her home effectively to provide a warm, welcoming environment. A dedicated playroom with many resources thoughtfully laid out in low storage units enables children to choose what to play with. However some of the boxes are not labelled effectively for young children to know what is inside. The children's work is displayed as are photographs of them when they were babies giving them a sense of belonging. At present the children cannot access the garden for safety reasons so the childminder organises outings around the local community such as visits to local parks to ensure they have activities that support a healthy lifestyle and promote their physical development.

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

The childminder has a positive attitude to the continual development of her childminding provision. Long term plans are just coming to fruition which will give the children a playroom with adjacent bathroom and easy access to the garden. She liaises with the local authority and parents regularly to seek their views on the provision. She embraces any advice they offer to move forward in her practice.

The childminder has a clear understanding of the safeguarding and welfare requirements. She has developed policies and procedures which are shared with parents so they are aware of her practices and responsibilities. The childminder has completed safeguarding training and is aware of the procedure to follow if she has a concern about a child's well-being.

The childminder plans a successful curriculum that promotes children's all-round learning. She ensures all children are fully included and that their individual care and learning needs are met.

The childminder has established positive relationships with parents. Regular exchange of information means that parents are kept well informed about their children's routines and achievements. The childminder links with other early years settings where children attend who also deliver the Early Years Foundation Stage. She meets with children's key person to share information of what children can do, which helps to promote continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY369171
Local authority	Surrey
Inspection number	888223

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	16
Name of provider	
Date of previous inspection	13/11/2008
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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