

<b>Inspection date</b>	31/01/2013
Previous inspection date	21/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 is satisfactory**

- The childminder and members of her family form warm positive relationships with children, which enables them to feel safe and secure.
- Children are provided with a suitable range of accessible play equipment, which promotes their independence during play.
- The childminder establishes a good two-way flow of information with parents, which means that regular information is shared about children's needs.
- Children are fully included, because the childminder supports their interests and provides activities they all enjoy.

#### **It is not yet good because**

- The childminder is not currently identifying and sharing learning priorities with other early years provision that children attend.
- The childminder has not considered how to fully promote children's reading and writing skills that they need for next steps in their learning.
- The childminder does not rigorously reflect on the quality of the provision, to identify strengths and weaknesses and to improve learning outcomes for children.
- Children do not have regular access to a range of media to promote their ability and interest in making designs.

## 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 indoor activities in the childminders home and garden.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments within documentation.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

The childminder registered in 1995 . She lives with her husband and one of her adult children in Tongham, on the outskirts of Farnham and Aldershot. The bungalow is close to local shops and amenities. The lounge and one bedroom are used for childminding. There is a garden available for outside activities. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll in the early years age group attending part time, and two

children in the older age group attending before and after school, and during the holidays. The childminder provides care from Monday to Friday throughout the year. The childminder attends a local toddler group and children's centre on a regular basis. She is a member of the National Childminding Association. The childminder has pet birds.

### **What the setting needs to do to improve further**

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

- improve observation and assessment of children's progress by making use of learning and development guidance, to identify and share learning priorities with other early years provision that children attend, to provide continuity in their learning and development
- improve the range of activities and experiences to promote children's reading and writing skills, to ensure they develop the key skills needed for next steps in their learning, including school.

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

- improve self-evaluation to develop a more robust approach to identifying strengths and weaknesses of the provision and improving outcomes for children
- increase the opportunities for children to regularly access a range of media, to promote their ability and interest in making designs.

### **Inspection judgements**

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

The childminder generally observes and responds to the choices children make during their play. For example, she shows them how to build towers using stacking cups and operate pop up and musical toys. Consequently, children find ways to solve problems and persist for short periods of time, as they continue to use the play equipment. The childminder uses her existing child development knowledge, to identify and promote some next steps in children's learning. Consequently, children make satisfactory progress in relation to their developmental starting points. Since the last inspection, the childminder has attended a training workshop, where she obtained information about completing developmental summaries for children aged between two to three years. She has also obtained current learning and development guidance, although does not make full use of this to assess children's progress. Consequently, her ability to identify and monitor if

children are reaching expected levels of development and plan related activities is restricted. The childminder keeps parents informed about their children's progress and care needs. Parents are encouraged to support and share information about their children's learning and development at home. Consequently, children's individual needs are generally well met.

Children and babies develop a range of vocabulary. The childminder copies the sounds and words that babies use, such as 'Hiyeah', which encourages them to communicate. Children show good hand and eye co-ordination, as with the childminder's help, they are beginning to balance blocks to build towers. The childminder provides children with regular opportunities to run freely during outings to the park and a childminding group and has a good knowledge of children's physical capabilities. Consequently, she provides challenges for some children who show excellent control of their movements, for example, she helps them to use a climbing wall at the local park. Photographs show children using a bouncy castle at the childminder's Christmas party. They are able to negotiate space and develop their balancing skills as they climb in and out of cardboard boxes. Younger children look at books for short periods of time, particularly ones with different textures. However, some children do not often choose to listen to stories because the childminder has not thought about ways to promote children's interest. For example, through displaying books attractively and using story sacks. Some children are beginning to show an interest in writing as they make marks using pens and develop control, as together with the childminder they draw around their hands. However, the childminder does not provide opportunities for older and more able children to link sounds to letters, name and sound the letters of the alphabet, enjoy an increasing range of books or begin to read words and simple sentences. This does not fully promote this area of children's development and the key skills needed for the next steps in their learning, including starting school.

Children learn about the features of living things, as they watch and listen to the childminder's birds, which are kept in a cage in the conservatory. They enjoy helping the childminder to plant potatoes, carrots and radishes in her garden and watching them grow. Children have opportunities to learn about the environment, through regular outings and visits to the local park to feed the ducks. Children often play imaginatively. They particularly enjoy using pretend food and a toy kettle and cooker, as they represent their experiences in play. The childminder models what they need to do to achieve their aims, as she shows them how to pour the pretend tea into a cup. Photographs show children smiling with pleasure, as they dress up as princesses and put on hats. Children roll out modeling dough and are good at using the cutters to create shapes. They use glue and collage materials to create designs, and paint and chalks in the garden, during the Summer. This means there are limited opportunities for children to regularly access a range of media all year round, which reduces the chances for them to make their own designs.

Children show curiosity, and know exactly what they want to do, as they help themselves to toys. The childminder stays close by and provides support, for example, as they pull out containers from a low level toy storage unit. Children form close relationships with the childminder and members of her family, which helps them to feel safe and secure. This can be seen as children approach the childminder for hugs and she holds them close when feeding them bottles of milk. Children are well behaved and form good friendships. They develop their ability to interact with others, during weekly visits to a local childminding group. The childminder stays nearby during these visits, which means that children are confident to play independently.

Children's good health is well promoted through regular opportunities for them to be active, during outings to the park. They are provided with healthy food, currently supplied by their parents, which the childminder re-heats. Consequently, they eat well, because they are provided with food that takes account of their likes and dislikes. The childminder provides healthy snacks that take account of children's individual dietary needs. Snacks include fresh fruit, toast and bread sticks. Children are provided with a good range of accessible play equipment, which promotes their exploration and independence during play. They learn about their own safety, as they take part in fire evacuation practices. Children are fully included because the childminder supports their interests and provides activities they all enjoy. For example, she helps them to make dens using a blanket and chairs in the sitting room. Children are beginning to develop an awareness of diversity, as they use resources that reflect positive images of difference. For example, books and play figures.

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

Since the last inspection, the childminder has attended Safeguarding training, which has refreshed her knowledge of how to safeguard and protect children's welfare. Consequently, she knows what action to take if she is concerned about a child. The premises are safe and secure. The childminder keeps the front door and side gates locked at all times when children are present. She completes risk assessments of her home and outings, is aware of potential hazards and takes necessary action to maintain children's safety. For example, she holds younger children's hands when they negotiate the steps in her garden.

Self-evaluation is satisfactory. The childminder has met the actions and some of the recommendations made at the last inspection. She talks with other childminders and shares some ideas for activities. This has inspired her to provide opportunities for children to use dried pasta and rice during their play, which promotes their exploration. Since the last inspection, the childminder has made some improvements. For example, she has developed and improved the two-way flow of information with parents. This means they feel comfortable with sharing information about children's home lives and needs. Parents comments in letters, seen during the inspection, show they are happy with the provision. For example, they say 'the childminder is a genuinely lovely lady who seems to adore children. Our children love her and are always delighted to see her. She is a fabulous childminder' and 'I am extremely happy to leave my child in the childminder's care and at

no time do I worry'. 'The childminder always helps me out when I have a specific problem and she encourages children to share and play together'. However, the childminder does not rigorously reflect on the strengths and weaknesses of the provision. Consequently, this restricts her ability to monitor and implement effective, targeted strategies and interventions and provide challenge in some areas of children's learning. In addition, the childminder has not yet established effective communication with other early year's provision, which means that continuity in children's care and learning is not fully promoted.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	120695
<b>Local authority</b>	Surrey
<b>Inspection number</b>	813606
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/03/2011
<b>Telephone number</b>	

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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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