

Inspection date

Previous inspection date

26/03/2013

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

- Children are happy, settled and form a close bond with the childminder due to her patient and caring approach.
- The childminder successfully develops children's confidence, independence and physical abilities by taking them on outings.
- The childminder uses effective strategies to help children make rapid progress in their communication and language development.
- The childminder provides a good range of challenges and experiences that stretch children's abilities and help them reach their full potential.
- The childminder dedicates her time to joining in with children's play to support their learning.

It is not yet outstanding because

- the childminder does not provide parents with ideas about how they can support their children's learning at home.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 childminder's home.
- 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 parents' comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and child near Farnham, Surrey. The ground floor of the home is used for childminding and an upstairs bedroom for sleeping purposes only. 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 one child on roll in the early years age group. The childminder also offers care to children from the end of the early years to 11 years. The childminder can provide overnight care. She holds an NNEB qualification.

What the setting needs to do to improve further

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

- strengthen parents' involvement in children's learning by providing them with ideas about how they can support children's development at home.

Inspection judgements

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

The childminder has a good knowledge of children's individual interests and provides related resources to encourage them to learn through play. For example, she knows the children like playing with vehicles and so she makes them easily accessible at all times. The childminder dedicates her time to joining in children's play. She introduces activities and resources and helps children make new discoveries. For example, they touch and feel fir cones, silky material and other items in a small treasure basket.

Children are provided with a good variety of planned activities and experiences. For example, they visit a local garden centre, where they see fish and rabbits, and go on outings to soft play facilities and toddler groups. Children develop their senses as they play with sand, water and paint and handle dried pasta. The childminder evaluates and adapts activities to make sure they are effective. Consequently, children are provided with challenges and experiences that stretch their existing abilities and help them reach their full potential. This helps prepare them for their future and starting school. Children's individual needs are well known and met and the childminder shares detailed observations and assessments of children's progress with parents. Parents are invited into the childminder's home at the beginning and end of each day to share information. However, the childminder does not provide parents with ideas of how they can support their children's development at home, which reduces parents' involvement.

Children make rapid progress in their communication and language development. The childminder talks aloud during the children's play. She reinforces children's speech by interpreting their sounds and talking about children's interests. Consequently, very young children understand single words in context and have recently started to say a few words such as 'tree', 'dog', 'digger' and 'door'. The childminder tunes into the different messages children convey as they make sounds to attract her attention, for example, when they need help with putting a doll in a play buggy.

Children listen and concentrate for short periods as the childminder reads stories that capture their interest. They look intently at the pictures as they turn the pages and lift flaps to reveal pictures of animals. The childminder asks questions that encourage children to link words to objects. For example, she asks them to point to fire engines in a book and press battery operated buttons that create a related sound. Children show determination and enjoyment as they attempt to climb on the sofa. The childminder supports this aspect of their development well. She takes them to soft play where they can independently enjoy crawling, tumbling and rolling. Children also enjoy negotiating the steps to the playhouse in the local park while holding the childminder's hand. The childminder stays close by and provides help when needed, which enables children to take risks within safe limits. Children develop good control of their bodies as they run and climb in and out of wheeled cars during outings to a toddler group.

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

Children are happy, settled and form a close bond with the childminder due to her receptive, patient and caring approach. Children learn to behave appropriately because the childminder talks to them about the importance of sharing. The childminder defuses minor squabbles by finding additional resources to capture children's interest and playing tickling games. Consequently, children generally play co-operatively alongside others according to their age and stage of development. The childminder takes children out every day to local groups. This provides good opportunities for them to develop their social skills, confidence and independence in different environments. The childminder helps children feel secure as she shows them photographs of their family, in a special album, and talks aloud about people who are familiar to them.

The childminder promotes children's interest in eating healthy food. She takes the fruit bowl down to children's level, encourages them to touch and feel the fruit and talks about the different shapes and names. Children enjoy eating a good variety of fruit at snack time. Children benefit from playing in the fresh air through daily outings to parks, woodland and conservation areas. The childminder wraps children up so that they are warm and takes them out most days, all year round.

The childminder takes children to the toy library. She watches what children are interested in and then borrows the toys to take home. For example, she has recently borrowed a garage, big car transporter and fire trucks with doors that open and close, to keep children interested. Children are beginning to learn about their own safety. For example, the childminder explains to children that they might hurt themselves if they climb on the

sofa.

The childminder helps children learn about people's differences as they play with resources that reflect diversity, for example, dolls, play figures, puzzles and books. Children try food from different countries. As children progress in their development the childminder plans to involve children in cooking. She will use a resource book to provide a range of activities related to different cultural celebrations.

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

The childminder has a good knowledge of child protection procedures and knows what action to take to safeguard children's welfare. The childminder is vigilant about identifying hazards and reducing risks to help to keep children safe and secure. For example, she implements clear procedures to ensure children cannot leave the premises unsupervised during arrival and departure times. The childminder has a positive attitude to continuing her professional development. She has obtained a place on a training workshop to extend her knowledge of how to complete progress summaries for children aged two to three years. She wants to enhance this knowledge before children she currently cares for reach the age of two years.

The childminder provides children with activities that are appropriate for their age and stage of development and provide sufficient challenge. Since registration the childminder has consistently reflected on the quality of her provision and adapted her practice. This has helped her to develop successful ways of completing observation, assessment and planning, to provide children with a wide range of experiences that meet their individual needs. The childminder carries out comprehensive daily evaluations of activities and children's learning and development. The childminder intends to continue to build partnership with parents by providing them with a weekly newsletter about activities and children's progress. The childminder talks to parents to seek their views about the provision. She takes account of their comments to make sure they are happy with the provision. For example, they say 'We are really pleased with how our child has continued his development whilst he is in your care. We know that he is so well looked after and having lots of fun, which makes it easier to go to work'.

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 action. 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	EY451647
Local authority	Surrey
Inspection number	886789
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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, which are usually the childminder's 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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