

Inspection date

Previous inspection date

09/05/2013

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

- The childminder provides a welcoming, homely environment and enjoys good relationships with the children in her care. This effectively promotes children's emotional well-being.
- The childminder supports children's learning well with her good interaction and varied activities and outings. This promotes children's good progress.
- Detailed 'all about me' forms enable the childminder to find out important information about the children in her care. She is therefore able to meet their individual needs and accurately assess their starting points.
- The childminder has established effective arrangements for working in partnership with parents, enabling a shared approach to supporting children's care and learning.

It is not yet outstanding because

- Arrangements for working in partnership with other early years settings children attend are not fully developed to promote further consistency for children's outcomes.
- There are a few opportunities for children to play with everyday objects and natural materials to promote children's exploration of different textures and weights and their language skills.

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 the childminder's interaction with children inside the home and outside in the garden.
- The inspector had discussions with the childminder.
- The inspector sampled available documentation relating to childminding activities.
- The inspector took account of the views of parents expressed in written feedback.

Inspector

Debbie Newbury

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children, one of whom is of school age, in Brookwood near Woking in Surrey. The home is close to shops, parks, schools and public transport links. Childminding takes place on the ground floor of the home, which has toilet and sleep facilities. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group on a part time basis. The childminder organises play dates for children and regularly takes them to parks and other places of interest in the local community and further afield. She undertakes pre-school and school runs as necessary. The childminder has a recognised childcare qualification.

What the setting needs to do to improve further

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

- develop existing partnerships with other early years settings that children attend to promote a more consistent approach to support children's learning further
- provide everyday objects, natural materials and items of various textures and weights for children to explore, investigate and talk about.

Inspection judgements

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

The childminder's use of observational assessment is effective. As a result, she has a good understanding of children's achievements and the next steps in their learning. She plans for these well, so that children continue to make good progress. The childminder plans the day around the individual routines, needs and interests of the children she cares for. As a result, children's learning is effectively tailored to their individual needs. She regularly organises play dates with friends and other childminders who have children of a similar age to those she is looking after. These get-togethers provide ideal opportunities for children to be with others and to build on their social skills. The childminder also regularly takes children out to places of interest in the community and surrounding areas. This includes visits to places children have not been before, such as the library so they can borrow books. This broadens children's experiences and encourages an interest in books

to support early literacy skills.

The childminder strongly recognises that young children who are newly mobile are keen to practise walking. She has effectively organised space to encourage children's free movement. As a result, children freely explore and investigate their environment. Young children babble contentedly as they repeatedly travel from one end of the lounge to the other. The childminder initiates games of peek-a-boo when children notice the long curtains at the window and go and hide behind them. She praises them when they repeat the word 'boo' back to her, which gives children confidence in their emerging language skills. Children enjoy nursery rhymes and they join in with the associated actions. The childminder sits with children at meal times and engages them in conversation. She chats to older children about how the younger children have spent their morning and seeks their input about how they would like to spend their afternoon. The childminder responds positively to the desire of younger children to be independent and feed themselves. She facilitates this well by ensuring the younger children have a spoon to use and foods they can easily hold. Older children enjoy listening to and joining in with known stories. They announce that they 'do this bit' as they finish sentences and shout out the familiar refrains.

Children can help themselves to a variety of play materials, which cater for different ages and stages of development. This encourages children to make their own decisions about what they do. The childminder is extending resources to take account of children's interests. For instance, she has purchased a set of phonics books because a child is showing a lot of interest in words, letters and sounds. However, the range of items provided for younger children are mostly made of plastic. The childminder has not considered providing everyday items, natural resources and other objects of various textures and weights to stimulate children's curiosity and to encourage them to investigate and explore.

The childminder positively appreciates the role she can play in helping to prepare children for starting school. She strongly encourages children to be independent and develop good self-help skills, such as managing their coats and shoes. As a result, children are developing their skills well in preparation for starting school. The daily school run enables children to observe the school environment at busy times of the day. The childminder talks to children about going to school and what to expect. She uses relevant books to aid these discussions. This promotes children's good understanding of the future transition to school.

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

The childminder implements effective settling in procedures. This helps ease children into her care. She undertakes home visits and asks parents to complete comprehensive 'all about me' forms. These arrangements help her to learn about children's routines, their interests, characters and their starting points. Consequently, the childminder is able to quickly meet children's individual needs appropriately and effectively plan for their future learning and development needs.

The childminder has a calm, gentle and patient approach with children. She builds good relationships with them, which supports children's emotional wellbeing and helps them feel safe and secure. Young children giggle delightedly when she scoops them up in her arms for a cuddle. The childminder treats all children with equal concern. She makes a point of talking to young children about the need to change a nappy or to explain that it is time for bed. This enables them to make connections between words and actions, which reinforces their understanding. It also means that young children are consulted about decisions that affect them. The childminder offers lots of praise and encouragement, which promotes children's self-esteem and confidence. She helps them understand the need for cooperative behaviour by encouraging sharing and turn-taking.

The childminder promotes children's awareness of safety issues through explanation. She talks to them about potential dangers and consequences of their actions. For instance, children develop their understanding that they must not undo their seat belt when they are in the car. This promotes children's good understanding of their safety. Children are cared for in a clean and comfortable home. They follow good hygiene practice as part of the normal, daily routine. They wash their hands before eating and are encouraged to cover their mouths when they cough. The childminder provides children with healthy and nutritious meals and snacks. This is something that parents are pleased about, noting that they feel their children are benefitting from trying new foods. Children have good opportunities to develop their physical skills and benefit from fresh air through garden play, going for walks and visiting parks. Although she has to drive to school because this is not close to her home, the childminder chooses to park a short distance away. This means that children walk part of the way. The childminder also provides wheeled toys indoors, enabling young children to investigate movement and develop their ability to climb on and off physical play equipment.

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

The childminder has made a positive start to her childminding career. She is a qualified nursery nurse and has experience of working in different childcare settings. The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and, overall, is delivering these well. She maintains all required documentation relating to childminding activities well and has attended all mandatory training. The childminder has also completed safeguarding and manual handling courses. As part of her process of self-evaluation she has identified additional training opportunities she would like to take advantage of. The childminder reflects informally on the childminding service she provides. She keeps up-to-date by reviewing relevant information from the local authority early years website and other sources. She discusses practice issues with other childminders and encourages parents to express their views about her childminding service. The childminder consults children about what they would like to do or where they would like to go. This enables them to feel involved and contributes to the childminder's reflective self-evaluation process.

The childminder has a secure understanding of her responsibility to safeguard children and promote their safety. She is fully aware of the action she must take if she has any concerns about a child's welfare. The childminder takes positive steps to ensure her home is secure and promotes children's safety well.

Parents feel the childminder genuinely cares for their children and that she is sympathetic and supportive of them. They comment favourably on their children's learning records. The childminder provides parents with relevant information about her childminding service. She has devised effective processes to work closely in partnership with them. For instance, she discusses and agrees her plans for moving children on in their learning with parents. They, in turn, provide ideas for this. This brings about strong benefits to children because the adults involved in their lives are working together to promote their outcomes consistently.

The childminder understands the importance of working in partnership with other early years settings children attend. She has established some links with other settings children attend. For instance, she makes a point of speaking with key staff and receives copies of the pre-school's newsletters so she is fully aware of what children will be doing. However, the childminder has not considered how she can further strengthen these links to promote a more consistent approach, which is fully focused on children's 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
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	EY454466
Local authority	Surrey
Inspection number	892255
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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, 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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