

<b>Inspection date</b>	27/06/2013
Previous inspection date	29/03/2010

<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
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are happy, settled and feel safe because they enjoy good relationships with the childminder and her assistant. They are cared for in a warm, welcoming family home.
- Good partnerships with parents are in place. The childminder communicates effectively with parents both in person and through using a secure online system.
- The childminder is vigilant about keeping children safe and she takes positive steps to promote this.

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

- Although the childminder suitably assesses children's progress, she does not use the information gained to plan effectively so that she builds on what children know and can already do.
- Self-evaluation does not reflect on the training the childminder has undertaken in order to provide sufficiently challenging activities and experiences for children.
- The childminder does not always fully extend the learning potential of activities for children, for example, by introducing relevant vocabulary, asking questions and enabling children to develop their ideas further.
- The childminder has not developed her partnerships and communication fully with other early years settings children attend to promote a consistent approach to supporting children's learning needs.

## 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 interaction of the childminder and her assistant with children inside the home and outdoors in the garden.
- The inspector spoke with the childminder and her assistant and discussed the option to carry out a joint observation with the childminder.
- The inspector viewed available documentation relating to childminding activities. This included information that is stored on the computer.
- The inspector took account of the views of parents expressed in written feedback.

## Inspector

Debbie Newbury

## **Full Report**

### **Information about the setting**

The childminder was registered in 2004. She lives with her husband and two children, aged 19 and 16 years, in Mytchett, near Camberley, Surrey. Childminding mostly takes place on the ground floor of the home. Sleeping facilities are available both downstairs and upstairs. There is a fully enclosed garden for outside play. The family has two cats, a snake and a rabbit that has free run of the garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder's husband works with her, as her assistant. She is currently caring for a total of 11 children, of whom eight are in the early years age group. Days and times of children's attendance vary. The childminder and/or her assistant carry out nursery and school runs as necessary. Children regularly visit local parks and they go on outings further afield during school holidays. The childminder offers overnight care for children.

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

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

- make good use of the assessment system to prioritise the next steps in children's learning
- ensure that self-evaluation makes effective use of the knowledge gained through training to provide sufficiently challenging activities and experiences for children.

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

- strengthen children's learning experiences during activities, for example, by introducing relevant vocabulary and asking useful questions, and enable children to fully develop their ideas
- enhance existing links with other early years settings children attend to promote a more cohesive approach to their learning.

## Inspection judgements

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

Children make satisfactory progress in their learning and gain some suitable skills they need to support them when they move on to school. The childminder asks parents to complete an 'all about me' form when children first start in her care. She also spends time observing them. This helps her find out about children's starting points. The childminder uses observational assessment to monitor children's achievements and to identify the next steps in their learning. However, she often identifies a new next step every time the children are with her. This lack of prioritisation makes it too unwieldy for the childminder to plan effectively to move children on in their learning. It also has some impact on how well they progress from their individual starting points. The childminder understands the requirement to provide parents of children aged between two and three years with a summary of their progress. She has suitably implemented this check and shared the summary with parents.

There is a happy atmosphere evident at this childminder's home. Children spend most of their time outside in the garden and they enjoy their play. For example, they arrange cars on the top level of a toy garage and build towers of bricks. The childminder and her assistant ask children some basic questions about the different colours of the bricks they have chosen. Children respond with excitement when the childminder suggests they get the sand and water tray out. They enjoy tipping sand into the top of the sand wheel and watch intently as this makes the wheel turn. The childminder scoops some water into a bucket and pours this through a second wheel. She encourages children to watch and invites them to have a go themselves. However, the childminder does not extend children's knowledge by talking about why the wheel is turning or seeking their input about whether it turns fast or slow. Children are intent on their own investigations. They are keen to transfer sand from the sand tray into the water tray although they are asked not to do this. They are, instead, provided with a small bucket of water and are able to spoon sand into this. Children announce that they are making cakes and although it is suggested that they stir the mixture, they are not encouraged to further express their ideas. The childminder does not ask searching questions or introduce relevant vocabulary to effectively extend children's developing language skills and challenge them further. Exploration of the sand and water does enable the children to explore different textures. However, the childminder misses opportunities to test the children's understanding by seeking their input about how these mediums feel. When the children have finished playing, the sand and water tray is put away, which prevents them from returning to this popular activity.

The childminder helps prepare children for school by promoting their independence and self-help skills. She describes how she encourages children to sit and listen to stories. This develops children's ability to concentrate soundly. The childminder is aware that some children, who will be starting school in September, will visit there soon. She has not, however, considered other measures she can take to help ease this move to the next stage of their education. For example, the childminder does not have any books about

starting school.

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

Children are very comfortable and at ease in a warm and welcoming environment. They have a close relationship with the childminder and her assistant, who treat them with warmth and affection. Children enjoy one another's company and they are keen to know why one of their friends has not come. Children behave well. The childminder reminds them to share and take turns when necessary, which raises their awareness of considering the wishes of others well. Both the childminder and her assistant praise children, which strongly promotes their self-esteem and supports their emotional well-being.

The childminder has taken many positive steps to create a child friendly home. She stores toys in accessible boxes, which are labelled with both words and pictures. This enables children to easily help themselves and to begin to gain awareness that print carries meaning. The childminder has a good range of play materials and she rotates these regularly, which helps to keep the play provision fresh. Simple measures such as providing a special place for children to leave their belongings and labeling this with their name aids children's sense of belonging effectively. The childminder makes particularly good use of relevant safety features. The hard surfaces of the patio area and the step leading from the dining room to the garden have been protected with rubber matting. This provides a safe surface for children to walk on, especially for younger children who are perhaps less steady on their feet. Children regularly practise fire drills, which helps them learn about the procedure they should follow if it is necessary to evacuate the premises in an emergency. The childminder promotes children's awareness of how to keep themselves safe through discussion and relevant programmes on the computer. She responds to situations that arise, such as the need to be careful with the toys so they don't hurt themselves.

The childminder promotes children's good health well. She provides healthy snacks for children while parents provide other food for their children. Children learn about keeping themselves healthy with the childminder's support. They receive explanations about not eating food that has fallen on the floor because of germs. The childminder talks to children about the need to put sun hats because it is a warm day. This enables children to develop a good understanding of keeping themselves healthy. Children visit local parks and play outside in the garden, enabling them to benefit from fresh air and exercise. They enjoy being pushed on the swing and exploring the different wheeled toys available. As a result, children are active and develop their physical skills well.

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

The childminder has a secure understanding of safeguarding issues and the procedure she must follow if she has any concerns about the welfare of any child in her care. She carefully risk assesses her home and garden and takes positive steps to effectively reduce

identified hazards. These measures help to keep children safe. The childminder maintains all required documentation appropriately.

The childminder has a clear understanding that she is responsible for the work of any assistant she employs. She works well with her assistant and their organisation and division of work means that the day progresses smoothly. For example, one prepares snack or takes children to and from pre-school while the other stays with the remaining children. This arrangement means that children receive continued attention and do not have to stop their play to go and collect other children.

The childminder has made some acceptable progress in addressing most of the recommendations made at her last inspection. The complaints procedure now includes Ofsted's full contact details. The childminder is identifying the next steps in children's learning. However, there continues to be room for improvement in respect of the way she uses this information. She is aware of the strengths of her provision and occasionally issues questionnaires to parents to gather their views. The childminder's use of self-evaluation remains basic and does not consistently target improvements. Both the childminder and her assistant attend different training courses to further develop their awareness of childcare practice. However, the childminder does not reflect fully on the training she completes in relation to children's learning or use her increased knowledge effectively to inform her practice and delivery of the learning and development requirements. Consequently, children make satisfactory progress.

Parents are very happy with the childminder's service and the care their children receive. One comments 'I find the home-from-home environment brings my child out and puts her at ease.' Another notes 'I love the fact that the children are always interacting with each other and with animals and that they play in the garden.' In addition to a daily informal exchange of information, the childminder is using an online system to keep in touch with parents. This system means that parents can access photographs, their child's daily diary and information about their learning whenever they wish and wherever they are. They can also add their own comments. Parents state that they like this method of communication. The childminder has established some links with the other early years setting that some children attend. However, the communication in place is not always effective to ensure information is fully exchanged to promote a consistent approach to supporting children's learning needs.

### **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

<b>Unique reference number</b>	EY285341
<b>Local authority</b>	Surrey
<b>Inspection number</b>	904626
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2010
<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, 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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