

Inspection date

Previous inspection date

03/09/2013

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 enjoy the freedom to choose where they would like to play as they move between the downstairs areas of the home and the garden.
- Children make strong and secure relationships with the childminder. This helps them to confidently engage in learning through their play.
- The childminder provides children with age and developmental stage appropriate resources to enable them all to access the activities at their own level of development.
- The childminder recognises children's interests well and plans activities linked to these interests. This keeps children engaged and stimulated.

It is not yet outstanding because

- The childminder does not label low level storage and resources to further aid children with independently selecting and choosing their own activities.
- The childminder does not provide parents with as many opportunities to fully contribute their own ideas and opinions into their children's learning and progress.

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 activities within the childminder's home and the outside learning environment.
- The inspector looked at the children's records of development and other documentation.
- The inspector took account of parents' written comments.

Inspector

Heidi Abernethy

Full Report

Information about the setting

The Childminder registered in 2013. She lives with her husband and their two school aged children. They live in a house in Woking, Surrey. The ground floor of the home is mainly used for childminding. There are sleep facilities upstairs and bathroom facilities are on the ground floor. There is a secure rear garden and a secure front garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are four children on roll, of which, two are within the early years age range. The childminder has two dogs and two cats.

What the setting needs to do to improve further

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

- provide written and visual labels on low level storage to enable children further opportunities to develop their independence by choosing their own activities
- provide parents with further opportunities to be fully involved with their child's learning and development and enable them to contribute their own views.

Inspection judgements

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

The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage. This enables her to identify children's stages of development and their next steps in learning. The childminder conducts regular observations of what the children are doing and their achievements. She uses this information to assess where children are currently with their development and their individual next steps. She identifies children's current interests and provides them with resources linked to these, extending their learning at the same time. For example, she provides toddlers with trains and cars to meet their individual interests. The childminder uses good teaching methods asking open questions about the colours and quantities of the trains and carriages. She gives children space and thinking time to respond and successfully identify two blue trains. They receive praise from the childminder for their good identification skills. This develops children's self-confidence and esteem and prepares them well in readiness for their next stage in learning and for school.

The childminder effectively plans the layout of the environment to interest and stimulate young babies' senses. For example, young toddlers enjoy the independence they acquire

as they move themselves around the environment in a walker. They develop their muscles as they move the walker outside and become mesmerised as they reach out and touch the leaves on the bushes. The childminder recognises children's next stages in learning well and identify those who want to be upright when exploring their environment. She supports them in achieving this by holding their hands to enable them to explore moving their feet in an upright position. She also provides them with opportunities to explore independently in the walker. These opportunities to enhance their muscles and master new skills prepare babies and young children for their next stages in life.

The childminder knows the different ages and developmental stages of the children well. She adapts activities effectively to meet the individual needs of the children. For example, young toddlers have opportunities to master new skills such as moving themselves around the outdoor environment on a wheeled vehicle. The childminder provides them with age appropriate scooters and balance bikes whilst older children use pedal bikes requiring them to develop further skills to move and manoeuvre the wheeled vehicle. All children access this activity at a level appropriate for them but feel included as they move around alongside each other. They receive lots of praise for their achievements providing them with self-confidence and esteem ready for their next stages of learning.

The childminder has a good understanding of the required progress check for two-year-old children. She knows to conduct these for children between the ages of two and three years and to share them with parents to decide on next steps in learning together. The childminder shares the observation records she conducts with the parents ensuring that she fully informs them about their children's individual development and progress. Although the childminder shares these with parents regularly, opportunities to enable parents to contribute their own opinions to these are not fully established.

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

Children are settled and have formed good relationships with the childminder. The childminder knows the children well recognising when they are becoming hungry or tired. She provides settling in visits for children at the outset and obtains information from parents regarding the children's home lives, routines and interests. This helps the children to move smoothly between home and the childminder.

Young children enjoy the social interaction of having a cup of hot chocolate and a snack with their friends. The childminder serves them 'cooled' hot chocolate in child friendly tea cups. She enables them to take safe risks under her close supervision as she talks to them about holding the cups carefully so they do not spill the liquid on themselves. Children respond well to the clear instructions from the childminder. This learning experience helps children to learn about how to manage their own safety as well as thinking about the safety of those around them. The childminder provides young babies with appropriate safety equipment such as baby walkers and high chairs. This enables young babies to become involved with the daily activities whilst at the same time maintaining their individual safety.

The childminder provides children with a range of age and developmental stage appropriate resources. Resources are stored within low level storage and drawer units. However, the childminder has not labelled the storage drawers with visual pictures and words to further support children with independently selecting their own activities.

The childminder talks to children about being kind and taking turns as they share and play with the toys they choose. For example, she encourages them to wait their turn as they interact with a board game. Younger children learn from their older role models waiting nicely for their turn. The childminder rewards their good behaviour with positive praise helping to foster children's self esteem and confidence. Children follow the instructions from the childminder well helping to tidy resources away prior to choosing a new activity.

Children participate with physical activity both inside and outside. They enjoy moving themselves around on scooters and bikes and have fun as they jump on sponge blocks. The childminder talks to the children about why they have become hot and sweaty. She gently talks to them about the importance of drinking water to rehydrate themselves. This helps children to learn about the positive effects exercise has on their bodies.

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

The childminder has a good understanding of her responsibility to ensure her provision meets the safeguarding and welfare and learning and development requirements. She implements the framework well to ensure children receive good quality care and learning experiences.

She has a good knowledge of safeguarding procedures ensuring she is able to keep children free from harm. The childminder has good risk assessments in place for her home and outings ensuring hazards are minimised and children are kept safe. For example, the childminder highlights the dangers of the hot oven to the children ensuring they learn about not getting too close and keeping themselves safe.

The childminder knows the children and their interests well and uses this knowledge to help her to extend their learning. She has provided parents with feedback forms enabling them additional methods of communication with regards to their opinions on her provision and practice. Parents are positive about the childminding service stating that they are 'very happy'.

The childminder communicates well with parents on a daily basis. She welcomes parents into her home at anytime to enable parents to see the things their children are doing. This provides parents with opportunities to continue learning experiences at home.

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	EY459299
Local authority	Surrey
Inspection number	906432
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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