

Inspection date

Previous inspection date

23/10/2013

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 show enthusiasm for learning because the childminder successfully uses her observations of their interests to plan activities that inspire them during their play.
- Children make good developmental progress because the childminder works closely with parents and other early years provision to share ideas to promote their development.
- Children develop good understanding, listening and talking skills due to the childminder's positive interaction, the interest she shows in what they say and do, and the support she gives them to help them achieve.
- The childminder makes good use of self-evaluation to reflect on her practice and introduce new initiatives that further improve outcomes for children.

It is not yet outstanding because

- The childminder does not successfully provide opportunities for all children to independently access art and craft resources before they use them in adult-led activities to promote their independent design making skills.
- The childminder does not successfully extend opportunities for children to learn the sounds of letters of words and begin to recognise and write their name.

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 parent's comments within documentation.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child, in Farnham, Surrey. The ground floor of the home is available for childminding activities with a bedroom on the first floor for sleeping purposes only. There is a garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three early years age children on roll who attend part-time. The provision operates from Monday to Friday for most of the year.

What the setting needs to do to improve further

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

- increase the opportunities for children to independently access a range of media and materials to make their own designs so they can practice using resources before they use them in planned activities
- extend the opportunities for children to learn the sounds of letters and begin to recognise and write their name.

Inspection judgements

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

The childminder makes good use of children's individual interests to plan activities. For example, when they show excitement after seeing a recycling truck in the local community, the childminder helps them find and look at related pictures on the internet, and she buys trucks they can use during their play. Consequently, children are motivated and engaged in their play. The childminder keeps a record of children's interests, which she uses to plan future activities. She encourages children to take the lead in their play and makes good use of what they choose to extend their learning. For example, she helps them match magnetic shapes into a musical response toy. Consequently, children make good developmental progress as they concentrate and use the resources successfully. The childminder has a good knowledge of children's individual development, which she regularly shares with parents to involve them in their children's learning. She makes suggestions about things they can do at home that help children progress further. Consequently, some children have developed good independence through learning to feed themselves, and parents have noticed how their children have developed as a result of the childminder's positive involvement and teaching.

The childminder helps children communicate in confident ways, develop independence, express themselves and learn to understand others. This helps them to be ready for the next stage in their learning, including starting school. She joins in children's play, responds to what they say, and asks open questions that help them develop a good level of understanding for their age and stage of development. Consequently, children are beginning to use a range of vocabulary, join words together, and show great interest in copying new and unusual words. For example, 'googly', to describe the moving eyes they stick onto collages. Children develop good hand and eye co-ordination and celebrate their own successes. They smile, put their hands in the air and say 'did it' as they concentrate and practice what they have learnt. For example, when learning to operate bridges on a train set. The childminder praises children often during their play, which inspires them to persist and persevere with activities. She takes children to toddler groups, which provides them with good opportunities to develop their physical skills through using different resources. For example, some children have recently discovered ways to manoeuvre their legs into the correct position to go down a slide.

Children show interest in books and enjoy listening to stories because the childminder reads them in an animated way and changes her voice, which keeps their attention. Children make marks during painting and drawing activities. The childminder supports them to begin to learn the sounds of some letters, for example as they use battery operated resources. However, she does not always extend this learning further within other activities or encourage children to begin to recognise and write their name. This reduces the opportunities for children to experiment with writing. The childminder takes children on lots of outings that help them begin to understand the world they live in. For example, they go to the local shops to buy food for tea, visit a garden centre to look at small animals and attend toddler groups. Children help the childminder pick strawberries in the garden, which they wash and eat at mealtimes. They learn how things work during visits to a local woodland and exploration facility, where they operate wind chimes and create sounds as they bang hollow objects. Children develop their imagination during music and dance sessions in the local community. They show confidence about choosing and using musical instruments, and are happy to play and explore the sounds they make. Children use paint, modelling dough and glue to make collages. The childminder makes these resources accessible in low level drawers in the kitchen. However, not all children can access these resources before using them in planned activities. This limits the opportunities for them to independently make and create their own designs.

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

Children are very happy, secure and settled, due to the very positive relationships the childminder establishes with them. They often say please and thank you unprompted, and are well behaved and cooperative. This is because the childminder provides children with a positive role model herself and often praises them during activities. The childminder successfully helps children gain self-confidence as she reassures them during everyday events and outings. Consequently, some previously shy children are beginning to separate from the childminder and play happily, for example, during outings to a soft play facility.

Children are independent in their play and are keen to choose favourite play equipment.

The childminder promotes children's good health well. She provides them with nutritious and well balanced meals and plenty of opportunity to play outdoors. She takes children on daily outings to local parks, makes good use of the garden all year round and asks parents to provide waterproof footwear and clothing that makes this possible.

Children play and explore in a warm, welcoming environment, with a good range of indoor and outdoor play equipment that promotes their enthusiasm for learning and exploration. The childminder knows what children like to play with and makes their favourite resources available, which helps develop their concentration and ability to persist during activities. Children learn about their own safety as the childminder holds their hands as they come down the stairs and encourages them to use the handrail. She gives children on-going guidance on outings so they know and co-operate with what is expected. For example, when visiting a garden centre the childminder gives them clear instructions to stay close to her due to the danger of a fishpond. The childminder makes resources available, such as books, play figures and dolls that help children learn about differences in society. She plans to extend children's awareness through food tasting activities, looking at pictures on the internet and craft activities that will further promote this learning.

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

The childminder has a good knowledge of the action to take to safeguard and promote children's welfare. She completes risk assessments and takes action to reduce hazards and maintain children's safety well. For example, she helps children who are crawling to negotiate the step from her kitchen to the garden and makes sure older children hold onto the buggy at appropriate times on outings. The childminder supervises children well and her premises are safe and secure.

The childminder monitors activities well to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children. She uses learning and development guidance and information from parents to track and record children's progress and make sure they are reaching expected levels of development.

Self-evaluation is good. The childminder carefully considers how she can meet children's individual needs through broadening their experiences and working closely with parents. She recognises the success of this approach and consistently evaluates how her practice helps children succeed in all areas of their development. Since registration, she has introduced initiatives that have improved outcomes for children. For example, she has started taking children on regular outings to toddler groups, which successfully develops their self-confidence and social skills. In addition, she has adapted her premises so children can move more easily around the play areas. The childminder has plans in place to further drive improvement. For example, to include children in the purchasing and preparation of food to further develop their understanding of the importance of healthy eating.

The childminder has effective communication with other early years settings who share the care of the children. She shares information about children's progress and next steps for learning through using a secure internet site that parents can also access. Consequently, she meets children's individual needs well, who receive continuity in their care and learning. The childminder talks to parents everyday and uses questionnaires to seek their views about the provision. Their comments during the inspection and within the questionnaires show they are very happy with the care of their children. For example, they say 'my child loves her time with you, has learnt so much, goes out and about, and plays with other children. I have noticed a positive change in my child since she has been with you' and 'we are extremely pleased with the care and attention the childminder gives our children and she is always ready to have fun and guide and encourage them'.

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	EY459770
Local authority	Surrey
Inspection number	910512
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
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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