

Inspection date

Previous inspection date

13/11/2013

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 supports children's well-being and independence well. She manages their behaviour positively, which means children develop very good levels of self-esteem and confidence.
- Children's develop good communication and language skills. The childminder constantly talks to children, engages fully in their play and ask questions that secure and consolidate their learning.
- Children relate well to the kind, caring childminder. They form secure emotional attachments as the childminder works with parents, gathering clear information to help her meet and respect their needs.

It is not yet outstanding because

- Children are not able to clearly see what toys and resources are stored in the boxes, and are therefore not always able to make independent choices.

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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities in the playroom.
- The inspector looked at children's learning journeys, and a selection of policies and children's records.
- The inspector took into account the feedback from a parent spoken to during the inspection.

Inspector

Jane Franks

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and young child in a bungalow in Farnham Surrey. Local schools, shops and parks are within walking distance. The whole of the property, with the exception of the master bedroom, is available for childminding. The childminder regularly takes children to local parks and for walks to access outdoor play. The childminder attends local children's groups on a regular basis. There is currently one early years age child on roll, who attends on a part-time basis.

What the setting needs to do to improve further

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

- provide further opportunities for all children to make more independent choices. For example, by labelling resource boxes, with pictures and words to show what is contained inside them.

Inspection judgements

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

The childminder knows the children in her care well. Parents are encouraged to share what they know about their children when they first start with the childminder. This provides her with the starting points for each child and ensures that she can effectively challenge them in their learning and development. The childminder has a good understanding of how children learn, which means she is able to provide them with a wide range of freely chosen and planned activities. Toys and resources are stored in low-level boxes, which means they are readily available for children to freely access. However, the lack of pictures and words on the toy boxes informing children what is in them, means that not all children, especially the very young, can easily see what each box contains and therefore limits their choices.

The childminder has a good awareness of the Statutory framework for the Early Years Foundation Stage and consistently researches and updates her knowledge. She regularly observes the children in her care and assesses their development using appropriate guidance. She plans for their future learning and development by incorporating their next steps of learning into activities and experiences. Each child has a learning journey which clearly shows the observations completed, photographs of activities they have enjoyed, and a plan for their ongoing learning. Consequently, children are developing well in all areas of learning.

The childminder supports children's language development well. She provides regular

opportunities for them to communicate. This means that children's progress ensures that they have the key skills needed for the next steps in their learning and therefore, their readiness for school is well promoted from an early age. All children's speaking and listening skills are encouraged because the childminder consistently questions them during their play, encouraging them to think further. For example, as she reads to children, she asks them what noises different animals make. Children respond well to the childminder because she takes the time to talk to them as well as listen to what they say. The childminder asks the children what colours their crayons are as they draw pictures. This develops children's thinking skills and extends their language.

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

Children are happy at the childminder's home and they demonstrate that they feel secure as they build strong bonds with the childminder. For example, children give spontaneous cuddles to the childminder and each other as they take part in an activity together. The childminder gathers relevant information from parents when children start attending, which provides her with a base for establishing what children can do and their individual routines. This information helps with settling children into the provision and helps to promote a sense of belonging. This also ensures that the transition between home and the childminder's setting is a positive experience. Children are well equipped for the next stage in their learning as the childminder works in close partnership with parents. This promotes consistency of care and learning. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. She uses gentle reminders about sharing and taking turns so children learn to play cooperatively. Children receive positive praise and recognition for their efforts and achievements.

The childminder supports children's well-being and independence well. Children are developing a secure understanding of how to keep themselves healthy as they follow good hygiene practices. A clean, well-maintained environment and regular risk assessments of the premises, resources and outings ensure children remain safe. Regular visits to local parks, and children's access to a full range of climbing and balancing equipment within the play area, supports their physical development and further enhances their health and well-being. The extent to which children adopt healthy lifestyles is good. The childminder provides breakfast, snack, lunch, and dinner and uses meal times as a learning opportunity to talk to children about healthy food choices. The childminder is clear about children's current allergies and food preferences and ensures that she respects and meets children's individual needs. As a result, children enjoy fresh and nutritious foods and drinks throughout the day.

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

The childminder effectively protects children from harm through her secure knowledge of her role and responsibility with regard to safeguarding children. She has attended safeguarding training and has clear written procedures and information in place to support

this area. Thorough risk assessments ensure the childminder's home is safe and any hazards to the children are minimised. She shares a range of clear policies and procedures with parents that she implements into her daily practice. The required Disclosure and Barring Service checks are in place for all adults in the household.

The childminder is committed to improving her practice. Her involvement with the children's centre means that she is aware of the role of other professionals and can seek additional help for children should the need arise. She demonstrates a good understanding of the learning and development requirements and provides a wide range of interesting activities for children to enjoy and learn from. She uses her knowledge obtained through meeting other professionals at different childcare groups she attends to review and monitor her provision.

Partnerships with parents are strong and they speak very highly of the childminder. She ensures that she works with them to meet the needs of the children as effectively as she can. The clear and open communication she shares with parents mean that children's care is consistent and parents are up to date about their children's activities and progress. For example, daily diaries record information on the children's routine. Parents contribute their comments on their children's learning and are keen to share achievements at home with the childminder.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461969
Local authority	Surrey
Inspection number	919738
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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