

Inspection date	23/07/2014
Previous inspection date	28/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a very good understanding of how children develop and learn; overall, the quality of teaching is good.
- The childminder is successful in promoting children's communication and language. Her interaction with the children is extremely good and she gives her full attention when speaking to them.
- Children quickly gain a sense of belonging. Children clearly enjoy the childminder's company and are responsive to her support and reassurance.
- Partnerships with parents are good and they comment positively about how their children are always happy, settled, and enjoy their time with the childminder.

It is not yet outstanding because

- The childminder's current system for monitoring children's learning is not always effective in tracking their ongoing progress.
- The environment is not consistently rich in print, signs, labels and symbols to help young children develop further skills and interest in the meaning of words and numbers.

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 indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector viewed and discussed with the childminder regulatory documentation
- regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder was registered in 1992. She lives with her husband on the outskirts of Horsell, near Woking in Surrey. The ground floor of the childminder's house is used for childminding with sleep and bathroom facilities provided within this area. There is a rear garden for outside play. The childminder walks to a local school. She takes children to the local parks and library. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from the end of the early years to 11 years. There is currently one child on roll who is in the early years age range.

What the setting needs to do to improve further

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

- develop systems for tracking and monitoring children's learning, to gain a sharper overview of their ongoing progression
- develop the learning environment by making it rich in print, signs, labels and symbols to help young children develop an understanding and interest in the meaning of words and numbers.

Inspection judgements

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

The childminder has a very good understanding of how children develop and learn and the quality of teaching is good. She uses her good knowledge and experience to provide activities that are of interest to children and relevant to their development. Children enjoy colouring and cutting out a picture of Goldilocks to stick into the storybook, they are making for themselves. They spend as much time as they need colouring and sticking pieces of lace onto the figure before they stick it into their book. The childminder is using the story of Goldilocks and the Three Bears to teach children about number, position, shape and size. Children confidently know which the biggest bed is and which the smallest bed is. The childminder uses her skills well to introduce children to letters and words through this fun activity. For example, children are able to predict the story line and can point out a variety of letters on each page. Through effective planning, children are able to follow their own interests as they think, explore and investigate. Consequently, the childminder is successfully supporting them to think creatively and become effective learners.

The childminder constantly observes children and confidently assesses where they are in their development. This helps her to identify the next steps for their learning and plan activities to help them progress. Her current system for recording all of this information is still in its infancy, as it does not provide a clear record of progression for each child's progress. Children's learning records also include photographs of them having fun, which the childminder shares with parents. As a result, she keeps parents well informed of their child's progress. Parents learn about the activities and experiences their children enjoy doing. They benefit greatly from the childminder and parents working closely together. They share information about children's interests and abilities. As a result, the childminder quickly identifies their care and learning needs of the children.

The childminder is successful in promoting children's communication and language. Her interaction with the children is extremely good and she gives her full attention when speaking to them. She gets down to their level, gives them lots of eye contact and uses gestures and facial expressions to aid communication. The childminder asks open question and waits to allow children time to respond. She speaks clearly, so children hear correct language, they listen and concentrate well. The childminder recognises that the outdoors provides a wealth of learning opportunities for children and ensures she takes them out frequently. However, she has not thought about further improving the inside and outside learning environment through making it rich in numbers and letters. This would help children to learn about numbers and worlds in context.

Children visit local parks and woodland, where they learn about the world in which they live. They use outings, such as children's centre activities, to run around, climb, jump and enhance their physical skills. The childminder enables children to develop wider friendships as she takes them to visit local groups where other children gather to play. Children love looking at books. The childminder responds well to this interest by providing a wide range of suitable books. Children share them with the childminder, taking turns to read familiar stories. This is a time when the children cuddle in and feel safe, secure and happy.

The childminder provides a wide range of opportunities for children to explore materials and media through their senses. Children are encouraged to learn some self-help skills to help them to move towards independence, for example, they are encouraged to feed and help dress themselves. The childminder builds children's confidence to make their own choices, as a wide range of resources are easily accessible. Children are allowed the time and space to decide what they want to play with. All of this gives children the essential skills and attitudes needed for later learning.

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

Children are happy and settled in the childminder's care. This is because she offers a gradual settling-in period which helps children to feel safe and comfortable in her home. Therefore, children quickly gain a sense of belonging. Children clearly enjoy the childminder's company and are responsive to her support and reassurance. She has a very calm and caring nature and is sensitive and attentive to their individual needs. The childminder finds out about children's home routines and any comfort items. This helps to

ensure children receive consistency of care. As a result, the childminder is very effective in promoting children's emot

Children are well behaved because they are aware of the boundaries set and of behavioural expectations in the childminder's home. The childminder focuses on teaching children the importance of showing care and consideration to others. Children's efforts and achievements are promptly recognised and praised. This helps children to feel good about what they do and raises their self-esteem. All areas of the childminder's home used for childminding are maintained to a high standard. Children have ample space to play and rest. They enjoy easy access to a wide range of resources both indoors and outdoors, which effectively promotes their independence. Young children are introduced to larger group activities when visiting local play sessions at the children's centre. This helps to prepare young children for the move to other early years settings. Children learn personal care skills appropriate for their age and stage of development. Effective hygiene routines are in place and children learn about the benefits of practising a healthy lifestyle. Furthermore, children receive plenty of fresh air and exercise and this contributes greatly to their physical health and well-being.

Children learn about safety because they are reminded to be careful during play and the childminder regularly teaches and reinforces safety rules when travelling in her car and during outings. Children practise the emergency evacuation procedure so that they know what to do in a real emergency. They also learn how to use tools safely such as child safe scissors during craft activities.

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

The childminder has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. The childminder has a good understanding of safeguarding procedures. She has recently updated her safeguarding training and shares her policies including her safeguarding policy with parents. The childminder talks confidently about what she would do if she had a concern about a child in her care and has an up-to-date list of people to contact if she needs advice. She is aware of her responsibilities when administering medication and treating minor accidents and holds a valid first-aid certificate. Children are very safe in the childminder's home. This is because the home is secure; she carries out risk assessments both indoors and outdoors and promptly eliminates any hazards.

The childminder monitors her provision effectively. There is a broad programme of activities, which enables the children to make good progress. The childminder is very experienced and has a very good knowledge of child development. A daily diary not only records how the child has been during the day, but also details observations of the activities they have enjoyed. The childminder has reflected on her own practice by utilising a self-evaluation form provided by Ofsted. This has helped her to identify what she does well and what she wants to improve. She uses feedback from parents and children to evaluate and improve her provision. The childminder recognises the importance of

professional development and keeps her knowledge up to date through early years publications, radio programmes and the internet. The childminder has successfully met the recommendations and actions set at her last inspection. This demonstrates that the childminder has a good capacity to make continuous improvement.

Partnerships with parents are good. They comment positively about how their children are always happy, settled and enjoy their time with the childminder. They feel that their children have made good progress since starting. Detailed verbal feedback at the beginning and end of the session means that parents know what their children have been doing and how they can support them further. The childminder talks to parents about what they are doing at home too, so she can complement this further. The childminder is fully committed to working in partnership with other professionals.

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	120693
Local authority	Surrey
Inspection number	813605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/06/2010
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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