

<b>Inspection date</b>	10/09/2014
Previous inspection date	18/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder is firm but fair with regard to behaviour management. Children respond well to her consistent approach and behave well as they play together.
- The childminder provides a happy, welcoming, family environment to support children's well-being. Consequently, children relax and feel secure in her care.
- Children make good progress in their learning, because the childminder plans and provides them with a variety of activities that enable them to progress their knowledge and skills.
- The childminder has developed her garden to provide children with excellent opportunities to develop their physical skills through exercise in the fresh air.
- The childminder is proactive in continuously developing her practice to improve outcomes for children.

### **It is not yet outstanding because**

- Although the childminder shares both written and verbal information with parents she does not regularly share precise detail of children's next steps in learning to enhance parents' opportunities to support learning at home.
- The childminder does not maximise children's opportunities to learn about words and numbers through displays of print in her minding environment.

## 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 discussed the childminder's practice with her.
- The inspector observed children's play both indoors and in the garden.
- The inspector took into account the written views of parents.
- The inspector sampled the childminder's documentation.
- The inspector viewed the areas used by children.

## Inspector

Catherine Hill

## Full report

### Information about the setting

The childminder was registered in 2008. She lives with her husband and two young children in a first floor flat in Ash, Hampshire. Children have access to the lounge and one bedroom for play and sleep and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age range. The childminder makes use of local facilities, such as the park and library. The family has a cat and keep fish in an indoor tank. The childminder works 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:

- create an environment rich in print to enhance children's learning about words and numbers, for example, using names, signs or posters
- strengthen relationships with parents further by sharing sharply focussed assessments of children's learning and their next steps in development in all areas.

## Inspection judgements

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

Children are active learners and have fun as they engage in a variety of activities. The childminder uses her ongoing observations of children to assess their stage of development and to inform her planning for their next steps in learning. Children make good progress with their development as a result of the childminder's clear understanding of their individual learning needs. The childminder involves parents in children's learning by obtaining initial information from them about children's abilities. She then shares information verbally and through a daily message book about children's minded day. The childminder completes a detailed written progress check for two-year-old children and shares this with parents. However, she does not share children's learning records, or precise detail of children's next steps in all areas, on a regular basis to enhance parents' opportunities to support their children's learning at home.

Children show an understanding of how things work as they press buttons on toys to make music play. They initiate their own play as they empty a piggy bank of different colour plastic coins and then work together to put the coins back in. Children show good hand-to-eye coordination as they quickly put the coins through the small slot. The childminder builds on children's interests. For example, she notices children looking at the

fish swimming around their aquarium and asks them the colours of the fish they can see to make them think. The childminder plans and provides children with a good balance of free play and adult-directed activities that enable them to make ongoing progress with their learning. Children take a keen interest in the childminder's actions as she puts different colour ice blocks, with small plastic animals frozen inside, into the water tray. The childminder helps children learn about change as she encourages them to look at the water and notice how it changes colour as the ice blocks melts and release their colour. She encourages them to feel the water and they say it feels 'cold'. Children absorb themselves in exploring the content of the water tray. The childminder helps develop their vocabulary as she names the animals they find in the melting ice blocks. This encourages children to develop their critical thinking and problem solving skills.

Children are sociable and work together to complete inset puzzles. The childminder praises and applauds their effort. This boosts children's self-esteem and gives them the confidence to persevere with activities. Children show an interest in literature as they freely select books to look at. Children handle books with care. They look intently at the pictures before confidently naming the familiar characters and vehicles they see. Their communication skills are developing well, and they use words and gestures to let the childminder know they want to go on the slide in the garden. They excitedly kick their feet, laugh and shriek with joy as she gently pushes them and they ask her to do it again and again.

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

The childminder's gradual settling-in procedures enable children to become familiar with her and her home, until they feel comfortable being left in her care. She provides a welcoming, family environment for children and they spontaneously sing as they play. This shows they feel happy and relaxed in the childminder's care. Children have access to a good variety of resources which promote learning in all skills areas. The childminder has a calendar poster on display, however, there is no print clearly on display at children's eye level to maximise their opportunities to learn about words and numbers as they play. Behaviour management is good and the childminder is firm but fair when dealing with minor squabbles over toys. She quickly intervenes to stop any slight disagreements from escalating, using distraction effectively to restore harmony to play. As a result of her calm, consistent approach children behave well as they play together. They have good relationships with the childminder and one another, and work positively together, for example, as they build a house with construction blocks.

The childminder has developed her garden area to provide an exciting play space, with a variety of equipment, which provides children with excellent opportunities to develop their physical skills and healthy bodies. Children show an awareness of safety as they carefully, under close supervision from the childminder, descend the stairs and steps to the garden. They gain an understanding of risk as they actively explore the garden apparatus. They hold on safely to the sides of steps as they competently climb up before gleefully whizzing down the slide. Children develop in confidence as they climb up wooden slopes. They show good balance skills as they sit and bounce round the garden on a hopper and have

great fun on a rocker and in wheeled toys. The childminder works in partnership with parents to meet children's dietary needs. Children follow routine hygiene practice as they wash their hands before a healthy snack of fruit and breadsticks, and can freely reach their drink when thirsty. The childminder treats all children with equal concern and is attentive to their individual needs. For example, she wipes their nose to keep them clean and comfortable as they play.

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

The childminder effectively organises her practice to meet the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She has updated her safeguarding training since her last inspection and has a clear understanding of the procedures to follow should she have any concerns. The childminder has a range of documentation to underpin her practice and shares all her policies, such as safeguarding and complaints, with parents. This gives parents a clear understanding of the childminder's service. The childminder maintains a safe environment for children, and has identified and minimised risks. For example, she has a safety gate across the stairs and kitchen doorway, and keeps her premises secure. The childminder obtains initial information from parents about their children and written consents to enable her to meet children's care needs. She has positive partnerships with parents and they confirm the childminder provides 'very good care which includes a safe and friendly environment and various activities and outings'. Currently, minded children do not attend any other settings, however, the childminder has a positive attitude towards working in partnership with others when the need arises.

The childminder is proactive in evaluating her service and driving forward improvements to benefit children in her care. She monitors children's learning through ongoing observation to enable her to plan to progress children's future skills in readiness for the next stage in their education. The childminder seeks feedback from parents through the use of questionnaires, and is part of a childminding group which shares practice ideas. Since her last inspection she has addressed the recommendations made and has continued with her own professional development. For example, she has attended training about observing children's play, about the Early Years Foundation Stage and the progress check for two-year-old children. The childminder has developed her garden area with improved facilities for children's play and is looking to further develop her resources to support children's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY376562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	844420
<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>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/11/2008
<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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