

Inspection date	18/09/2014
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has caring and affectionate relationships with the children in her care. These strong attachments mean that children feel safe and settled.
- Children are making suitable progress and are within the typical range of development for their ages. They play with age-appropriate resources which support most aspects of their learning.
- The childminder has a sound understanding of safeguarding and has appropriate procedures to protect children, such as risk assessments.

It is not yet good because

- The childminder does not effectively build on what children already know to ensure that they make the best possible progress in their learning and development.
- Tracking and assessment arrangements are not sufficiently precise to accurately monitor the progress children make from their starting points.
- Some self-evaluation takes place but does not focus sufficiently on learning and development.

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 toured the areas of the premises used for childminding
- The inspector observed children while they engaged in activities in the conservatory and garden and spoke to them about their activities.
- The inspector spoke with the childminder at appropriate times during the inspection and observed her interactions with children.
- The inspector examined documents relating to children's progress and activities, along with policies, records and documents relating to the safety.

Inspector

Simon Hobbs

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband and their four children, all of who are over eight years. The family home is situated in the rural area of Thursley, in Surrey. Children play on the ground floor of the home and use the entrance area, kitchen/dining room and a large conservatory/playroom. There is a toilet on the ground floor. The first floor is used for children to sleep. There is a secure rear garden available for outside play with an enclosed pond. The family home is close to local shops, parks and schools. The family have a dog and a rabbit. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for eight children in the early years age group, who attend for various days and times during the week.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve arrangements to assess and monitor children's progress to promptly identify any gaps in their achievement
- ensure that children receive support to progress well in their learning by providing activities and experiences which reflect their interests and offer an appropriate level of challenge.

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

- develop self-evaluation processes further to more accurately identify areas for improvement in the teaching and learning.

Inspection judgements

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

The childminder has a sound understanding of child development and how children learn through play. As a result, children benefit from a satisfactory range of activities that cover all areas of learning. The childminder makes some observations of children's progress and uses photographs and examples of their work to show what they enjoy and can do. She talks to parents about children's activities and interests to adequately support their learning. She does not, however, make full use the information she gathers to effectively assess their progress or plan for the next steps in their learning. Daily activities are often pre-planned by the childminder, rather than responding to children's day-to-day interests

and are not tailored to extend their specific learning needs. Consequently, opportunities to enhance learning and deepen children's knowledge are not thoroughly exploited and some activities lack challenge. This means that the childminder is unable to ensure that she is always helping children to reach their full potential.

The childminder engages children in discussions, teaching them conversational skills and showing she is interested in their play. She supports their communication well, helping them to learn conversational skills. She repeats phrases so that children can develop their vocabulary and uses open ended questions to encourage them to respond. Children have access to a good range of books independently and the childminder encourages them to share stories. These experiences promote their literacy skills. There are ample resources that hold children's attention. The childminder uses these effectively to promote their knowledge and understanding. For example, a child discovers a globe and asks the childminder what it is. The childminder provides a clear explanation and reinforces the child's understanding by showing them countries they have visited.

The childminder offers children reasonable opportunities to draw and practise writing unguided. As a result they become comfortable holding and controlling pencils, markers or crayons. The childminder uses everyday opportunities to increase children's knowledge of numbers. For example, they count items of clothing and look for numbers as they play games. Toy vehicles, figures and role play enable children to create their own scenarios and explore their knowledge of the wider world. Resources, such as basic computer toys, help them explore early technology in fun ways. This adequately develops their skills to support their future learning and ease the move to nursery.

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

Children are happy and parents comment very positively on how well the childminder supports them to settle. The childminder gathers information from parents regarding children's routines, likes and dislikes. This allows her to understand and meet their care needs and support their emotional well-being.

The well organised environment allows children to choose from a broad range of interesting toys and resources. This promotes their independence and decision making skills well as they make choices in their play. Children respond well to the childminder's positive interaction, praise and encouragement. This helps them to develop positive levels of self-esteem and confidence.

Children play in a safe environment. They learn to manage risks such as negotiating the steps when using the different rooms on the first floor. Regular outdoor play supports children's enjoyment of fresh air and exercise in all weathers. Children demonstrate a good understanding of playing safely and are guided, when required, by gentle reminders and support from the childminder. For example, the childminder successfully encouraged a young child to get on and off a low level swing. The child showed happiness at their own level of independence. All children behave well and readily take turns and share during games and activities. This helps them learn to respect others and their feelings. For

example, when a young child dropped her water bottle, another child got down from their seat and picked it up for her without any form of prompting.

The childminder encourages children to be aware of their own hygiene by following consistent routines, especially before eating or after nappy changing. The childminder carefully explains to children why they should wash their hands before eating. As a result, children are beginning to learn good personal hygiene practices, which help to reduce the spread of infection. Children are also developing a good understanding of healthy eating. They enjoy well-balanced, meals and nutritious snacks to maintain their good health. The childminder shares menus with parents where necessary, so that they are happy with the children's meals. The childminder understands the importance of giving children suitable support when preparing to move to nursery so that they are well prepared for the change. She has an established relationship with the local nursery which helps her to achieve this.

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

The childminder has a suitable knowledge of safeguarding and child protection procedures, through attending training. She is aware of the process to follow should concerns arise about the welfare of any child. Her practice and policies demonstrate an appropriate awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. All required documentation is completed in order to support the safe and effective running of the childminding service. The childminder carries out daily checks of the premises to minimise risks to children. She has a clear understanding of the circumstances when risk assessments need to be reviewed, such as for new outings. Since the last inspection, the childminder has improved the processes for recording accidents and details of any medication administered. She also maintains a record of any injuries present when children arrive with her.

The childminder carries out some self-evaluation to identify areas for continuous improvement in her practice. However, this does not extend to specifically reflecting on the success of educational programmes or the progress that children are making. As a result, the childminder has not identified areas where her arrangements are not fully effective in supporting children's learning. The childminder has established some basic monitoring which ensures that she provides a balance of activities across all areas of learning in the Early Years Foundation Stage. The childminder has appropriate arrangements in place to complete the required progress checks for two-year-old children. All recommendations from the previous inspection have been met, showing some commitment to developing practice.

The childminder has positive partnerships with parents and this is shown by parents returning to use her care for several of their children. Information exchange about children's learning and welfare is mostly verbal, on a day to day basis, with parents aware that they can look through the children's learning book at any time. The childminder encourages parents to share information with her about children's interests and activities at home, so that she can incorporate this into her talk with children. The childminder

communicates effectively with other early years setting that children attend in order to provide continuity of care.

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	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

Unique reference number	120860
Local authority	Surrey
Inspection number	842793
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	28/04/2010
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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