

Inspection date	13/10/2014
Previous inspection date	13/12/2010

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

- Children have good opportunities to make choices about their play as they confidently access their learning environment.
- The childminder is caring and kind; as a result, children are happy and settled in a safe and secure environment.
- Children's language development is given due focus as the childminder continually supports their communication skills through taking time to listen to them and engaging them within conversations.

It is not yet outstanding because

- Although there are many activities provided to increase children's literacy skills, there are fewer words on display around the premises to strengthen children's understanding that print carries meaning, particularly their own name.
- The childminder has not established excellent partnerships with other settings that children attend, to support a continuous approach towards care and learning.

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 spent time observing the childminder with children in the two main play areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband in the Badshot Lea area of Farnham in Surrey, close to local schools and amenities and nearby parks. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is an enclosed garden available for outside play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll 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:

- enhance children's understanding of print and symbols, for example by displaying words, labels and children's names where they can easily see them to help them link sounds to letters and understand that print carries meaning
- further develop a regular two-way flow of information with other providers when children attend more than one setting, so that children receive continuity and consistency to help them make good progress in their learning and development.

Inspection judgements

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

The childminder has a good understanding of how to meet the learning and development requirements. She provides a range of good quality activities which cover all areas of learning. She knows the children that she cares for well, and uses children's interests as the foundation for her well-considered plans. This means that children engage well in purposeful play, and make good progress in their learning and development. The childminder observes children and collects information to confirm her understanding of their progress. This enables her to begin planning the necessary next steps in the children's learning. The childminder has successfully implemented the progress check for two-year-old children and has shared this with parents, so that they have the opportunity to add their comments.

The childminder has some effective teaching skills to support children's communication and language development. For example, as children play, the childminder is always alongside to talk about what they are doing and engage them in conversation. She is very attentive to what children say which helps younger children to be confident speakers. The childminder names objects and describes what children are doing, which helps children to

extend and develop their vocabulary. In this way, children make good progress in their language development. Children can see print in many of the books that are attractively arranged. However, there are fewer labels and individual names displayed around the setting to reinforce with children that print carries meaning in a variety of ways. Nonetheless, children are making progress in their literacy skills through frequent opportunities they have to draw, paint and use chalk.

The childminder supports the individual choices made by the children well. For example, children eagerly help themselves to books and spend a lot of time looking at the pictures and turning the pages. The childminder supports children to play freely so that they can develop their own ideas. Children delight in acting out many imaginative play scenarios, as they use many play cooking items and household objects, such as a toy iron to press big Ted's top before helping to dress him. The children investigate and enjoy operating interactive toys and a programmable bug, where they become aware of simple technology. Through their play they learn to respect different cultures and how people celebrate individual traditions all over the world. During an art activity and building with wooden blocks, children were supported to recognise different colours, count during their play and solve problems, such as how many stickers and wooden shapes they had. These activities help to support the children's mathematical development. Consequently, children learn effectively through play and develop a good sense of security to make sure they are relaxed and have fun. This effectively supports children in acquiring the skills, and attitudes for the next stage of their learning.

Partnerships with parents are good. The childminder has developed effective communication and relationships with parents. She provides good information to parents about their children. This keeps parents well informed about the children's time with the childminder and provides opportunities for them to get involved in their child's learning and development.

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

Children are content in the childminder's care and they confidently go to her without hesitation. She provides them with a welcoming, accessible and safe home environment. The impact is that children are developing confidence in their own abilities. For example, children are confident to make requests for additional resources or to ask for help with particular tasks. They are motivated by the childminder's continual praise and encouragement which supports them to want to achieve in what they do.

Children are developing an understanding of safe behaviours. For example, they engage in regular emergency evacuation discussions to support their understanding of how and why they must move safely in an emergency situation. Children help to maintain a safe environment as they tidy away toys that they play with on the floor before getting more out. Overall, children behave very well; they are developing polite and respectful behaviour. The childminder carries out effective procedures to monitor her home environment and resources so that all areas used by children are safe.

The childminder promotes good personal hygiene. She discusses why it is important to wash hands and the impact this has on children's health and well-being. Children have ample opportunities to get fresh air and engage in energetic play. They are learning why this is important to their overall good health. For example, regular local walks in the fresh air and visits to various groups also encourage children to be physically active. This supports children's physical development well. There are appropriate times for younger children to eat, sleep and rest. Children learn about healthy eating practices as they eat an appropriate lunch provided by their parents and discuss healthy choices.

Children explore a plentiful range of resources to support all aspects of their development. In addition, they enjoy many opportunities to visit the local parks, which add to their learning experiences. These also support children to develop independence when they are placed in different situations. The childminder further encourages children's independence in relation to self-care and interest in learning so that they are well prepared for moving on to other settings, including school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has secure systems in place to promote children's welfare and keep them safe in her care. For example, she is confident of the procedures to follow should she need to report any safeguarding concerns. She is vigilant in her supervision of children when on outings together so they remain safe. The childminder maintains all the required records such as information about children, medication and attendance records in a professional and organised manner. This underpins children's welfare.

The childminder has developed informal but valuable self-evaluation systems which support her in developing her provision for children. She is thoughtful and reflective when reviewing her practice. She invites the comments of parents and children to help her review her provision and identifies improvements that would have a direct benefit to children. For example providing further resources or attending training to further develop her knowledge and understanding of how children learn. Since the last inspection, the childminder has attended numerous training courses in early years practice and has used her knowledge in effective ways. This demonstrates that she is able to make continuous improvements for the direct benefit of children.

The childminder demonstrates a professional approach to working in partnership with parents and, when appropriate, with other professionals, to ensure children's individual needs are met. However, the childminder has yet to exchange information with other settings about shared children's development or interests. Therefore, children's learning is not complemented and fully supported in other settings. Nonetheless, the childminder is committed to developing her partnerships with all local provisions where children attend. She has a good understanding of the importance of maintaining continuity of care and learning for children. The childminder understands her role and responsibilities in relation

to learning and development. Consequently she meets the requirements of the Early Years Foundation Stage.

Parents speak highly of the childminder's conduct and her commitment to meeting their children's needs. Parents' comments include, 'the childminder is well-respected, and trusted. She is extremely flexible in her approach to supporting us as a family; and our children are very happy in her care. She has a calm and patient manner and she reinforces valuable skills such as road safety, table manners along with many more positive influences'.

Another parent says 'we have one hundred percent trust in the childminder's care and believe that through her wealth of experience in looking after young children, she provides the very best environment for effective child development. She has all the safety mechanisms in place to safeguard the welfare of children in her care. The childminder plays a key role in developing children in terms of their emotional, social and physical skills. She is an outstanding practitioner who fully meets all our expectations'. These positive partnerships clearly support children's ability to feel safe and secure when they are away from their parents.

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	121381
Local authority	Surrey
Inspection number	842796
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	13/12/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

