

Inspection date	04/11/2014
Previous inspection date	22/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 offers a stimulating environment, which enables children to grow in confidence and learn through active play.
- The childminder knows the children well. Observations, assessments and talking to parents enable her to provide an individualised learning programme that meets children's needs effectively.
- The childminder provides a wide range of play experiences and activities that reflect children's interests and abilities. Children enjoy their play and engage enthusiastically in activities.
- The childminder demonstrates a good understanding of how to protect children in her care, which enables her to promote their well-being effectively.

It is not yet outstanding because

- Resources are not labelled effectively to enable all children to select independently.

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 the childminder and the children engaged in activities together.
- The inspector sampled a range of records, policies and procedures.
- The inspector held discussions with the childminder about her practice.
- The inspector took account of the written views of parents.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 2008. She lives with her three children in Horsell, Woking in Surrey. The whole of the childminder's house is used for childminding. Children have use of an enclosed garden and have regular visits to play parks and play areas. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently eight children on roll, of whom five are in the early years age range. Children attend for a variety of sessions. The childminder operates all year round from 7.00am to 6.30pm, Monday to Friday.

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 independence skills for example, by labelling resources with words and pictures so that children can choose easily for themselves.

Inspection judgements

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

Children make good progress in their learning and development due to the quality of teaching and interaction of the childminder. She plans and prepares activities well to meet the individual needs of children effectively. This enables children to learn successfully through their play. For example, young children sit comfortably on appropriate safety seats at the table. The childminder explained the activity clearly. Children listened well and investigated and explored cautiously in the contents of the large bowl of oats. They used their hands and arms to move the oats around and dug as deep as they could. They pulled out a toy pig with excitement. The childminder explained what the animal was and made a pig noise. She supported children in developing their communication and language because she encouraged them to repeat words and sounds. Children tried hard to copy the sounds and received lots of praise. Children showed sustained interest in the activity and continued to search to pull out different animals. They used their imaginations well as they pretended to feed the dog with the oats. The childminder extended the activity by suggesting they add water to the oats to see what happens. Children used their hands to move the oats around and noticed the oats had stuck to their fingers. The childminder observed carefully what children did and extended the activity again to add further interest. She provided cups, bowls and forks. The children tried to put the pig into the cup. The childminder used mathematical language to explain that the pig was too big and the cup was too small. She supported children as they poured water from one cup to another and then added the oats. Children thoroughly enjoyed this activity and showed enthusiasm and sustained interest. Well-planned activities such as this promote children's communication and language and their awareness of mathematics effectively. It also

introduces them to early science and gives them the opportunity to use their imagination in a positive way.

Children explore and investigate the environment confidently. They begin to make their own choices and determine their own learning. Some resources are freely accessible around the room. However, a wide variety is stored in boxes and these are not labelled effectively with words and pictures to allow younger children to select independently. Children happily sit on the floor and independently investigate the large garage and cars. They make happy babbling noises as they play. They develop their physical skills as they push the cars around and up and down the ramp. The childminder knows when to interact with the children to enhance the activity further. She sits on the floor beside the children and asks them questions. For example, 'What colour is the car?', 'What noise does the police car make?' She gives children time to digest the question and knows their language abilities. After some thinking time, she gives children the answer and encourages them to repeat the words she uses. Children are confident in their surroundings and play happily with independence as well as enjoying the interaction from the childminder.

The childminder works closely with parents and promotes a joined-up approach to children's learning. She provides a weekly planning sheet that details the activities that children will do. This evidences that children experience a wide range of activities and play experiences and enables parents to extend their child's learning at home. A daily diary is completed and shared with other settings as needed. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She observes children on a daily basis, listens carefully to them and talks to parents about individual needs. She demonstrates, through discussion, that she knows the children well and confidently talks about children's starting points, the progress children make and their next steps for development. She shares these with parents verbally or in the daily diary. She completes assessments of children's skills and activities every month and plans activities around children's interests and abilities. As a result, children move on effectively in their learning and development. The childminder has procedures in place to complete the written progress check for children who are two years old.

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

Children are happy, relaxed and have strong bonds with the childminder. They confidently engage with the environment and resources and play purposefully. The childminder knows the children well and this enables her to respond well to their individual needs. She supports their growing independence and encourages them to, for example, wipe their faces after messy play. She brings a large mirror to help children see their faces. As they look in the mirror they smile, giggle and repeat their name over and over again. They respond positively to the praise and encouragement when they successfully wipe their faces. This enables children to prepare well for school and their next stage in learning.

The childminder displays house rules and table rules. She gives older children some responsibility to remind others about following the rules. The childminder confidently talks

about the rules being successful and how the younger children copy the good behaviour of the older children. The childminder promotes healthy lifestyles well. She takes children out on a daily basis to enable them to enjoy fresh air and lots of exercise. She supports children's love of climbing and running. She takes them to the park regularly to enable them to climb up the steps of the slide and run as fast as they can. Good hygiene procedures for nappy changing are in place. The childminder teaches children to wash their hands properly and provides individual flannels and towels. These measures help to prevent the spread of infection and prepare children well for school.

The childminder provides a safe and secure environment in which she puts children's safety first. She completes full written risk assessments in the home and for all outings. She helps children to learn about their own safety as she insists they sit in appropriate safety seats while at the table. The childminder provides a wide and interesting range of age appropriate resources that are generally accessible to children, to promote their confidence and independence.

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

The childminder has a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She has effective systems in place to review and check the progress children make and confidently talks about the current targets that children work towards. This enables children to make good progress across all areas of learning because the childminder is able to identify any gaps in learning quickly and efficiently.

The childminder's commitment to safeguarding children promotes their well-being. Safeguarding training has been undertaken and as a result, she has a clear understanding of the procedures to follow should she have concerns. She has a written policy and relevant phone numbers to hand. All adult members of the household are vetted and relevant documentation is maintained. These measures enable her to safeguard children effectively.

The childminder has completed a self-evaluation and included the views of parents and children. Parents have written testimonials about the service they receive. They state that they are happy and feel the childminder is very 'caring and conscientious' and that children 'settle quickly and like coming to the childminder'. The childminder has completed a range of training to extend her knowledge and understanding. She plans to undertake training on behaviour management to enhance her knowledge and understanding in this area. This shows that she reflects on her practice and is capable of driving improvements well.

The childminder fosters good relationships with parents and other professionals. She talks to parents on a daily basis and completes daily diaries. She shares relevant information with other settings that children attend to enable continuity of care and education. The childminder has a set of written policies and procedures that she shares with parents. This

enables parents to understand her methods, responsibilities and routines.

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	EY384625
Local authority	Surrey
Inspection number	838249
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	22/10/2010
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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