

Inspection date

Previous inspection date

03/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their time with the childminder. They are actively learning through play because she plans activities around their interests and their abilities.
- Children feel a sense of belonging and form secure attachments to the childminder.
- The childminder forms a good partnership with parents and works in partnership with them so that she is able to effectively help their children to learn skills to become independent in their own personal needs.
- The childminder closely supervises children so that they remain safe and secure in her care.

It is not yet outstanding because

- The childminder has not fully considered how she can use everyday routines to further promote children's mathematical understanding.
- The childminder has not fully considered how to organise her resources to improve children's awareness of the additional resources and activities that are available to them. This slightly reduces opportunities for them to make independent choices.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors.
- 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.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2011. She lives in a first floor flat with her husband and two children. The flat is situated in Frimley near Camberley, Surrey. Children have access to all rooms in the flat. Outside play is provided by daily visits to play areas and parks. 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 walks or drives to local schools and pre-schools to take and collect children. She attends the local parent and toddler groups. There are currently four children on roll, three of which are 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 children's mathematical skills and concepts during everyday routines
- review the organisation of resources so children are more easily able to choose additional resources for themselves.

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 her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She plans activities based around children's interests and developmental stage. As a result, children are active learners and enjoy participating in the activities which are on offer. For example, children enjoy playing with the playdough. They choose a variety of different colours, and squeeze and poke at the dough to make sausage shapes. The childminder introduces a variety of different tools to promote the children's learning. For example, she encourages children to cut the dough using small child-safe scissors. One child spends a prolonged time with the activity. The child snips away at the dough until it is all placed back in the pot and thoroughly enjoys the activity. Children also have the opportunity to take part in child-initiated play. For example, children explore the cause and effect toys. Children giggle as the toys turn around, and rock backwards and forwards. This ensures that there is an appropriate mix of adult-led and child-led activities. The childminder ensures she plans activities which cover all areas of learning. She observes children as they play so that she knows what stage they are at in their development. The childminder then identifies children's next steps in learning and plans suitable activities to help them progress. The childminder monitors children's progress to ensure that any gaps in learning can be quickly identified. This means that there are effective systems of assessment in place and

that children's learning needs are well met. The childminder understands the importance of completing the progress check for two-year-old children and shares these with parents.

The childminder supports children's developmental needs and further reinforces their developing skills through effective teaching, and the provision of targeted activities. For example, the childminder provides a running commentary for younger children, poses questions and role models language to support communication skills. Children have some opportunities to learn about numbers through playing games and singing songs. However, more use could be made of daily routines to support children's problem solving skills and understanding of mathematics. For example, by asking children to identify resources of the same colour and match them together. The childminder follows children's natural interests and incorporates them into activities, which makes learning fun. For example, the childminder talks to the children about the fungi she has seen growing in the nearby woods and suggests a visit to view it. This follows children's current interest in the natural environment and provides good opportunities to involve children. Children who speak English as an additional language are well supported as the childminder liaises closely with parents. The childminder is bi-lingual and supports children by repeating words in children's home language and English, in order to support children's understanding. As a consequence, the impact of teaching on all children's progress is good.

The childminder ensures she seeks all important information about a child right from the start so that she can best support a child in settling into her care. Parents are kept well-informed about their children's progress through effective methods of communication. For example, the childminder uses a daily diary and has daily verbal contact. Parents are invited to be part of the assessment process through contributing to the baseline assessment and discussing skills that children are exhibiting at home. Parents are fully involved in home learning as they discuss and agree their child's next steps in learning.

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

The childminder's home is safe, secure and welcoming. At the start of any placement the childminder discusses risk assessments and arrangements for outings with parents. As a result, children remain safe. The childminder gives parents time to settle their children who are new to the setting. Visits to the childminder's home are arranged, and this helps the children to feel confident and secure in their new environment. As a result, they form secure attachments with the childminder, who consistently helps them to develop a sense of identity and belonging in the setting. By engaging with parents, the childminder finds out about family values, traditions and beliefs, and it enables her to build on these where appropriate. Children see learning as more enjoyable because their home life is visible in the setting. For example, the childminder displays the child's home language around the environment. The childminder makes good use of her wide range of resources which keep children fully engaged and motivated them in their play. However, although there is labeling on some of the toy boxes, some resources are stored high up and out of reach to children. This means that children are not fully aware of what additional activities and resources are available to them.

Children's growing independence, in relation to potty and toilet training, is appropriately supported in partnership with parents. Their physical and emotional well-being is promoted well. For example, the childminder ensures children go out to play in the fresh air each day. This is through organising visits to play parks and through walks through the woods to look at the natural environment. They select their own drinks and wash their hands before they eat, to minimise the risk of the spread of infection. Children behave very well for their age and stage of development. They know how and when to use language of social interaction appropriately, such as please and thank you at the meal table. These measures effectively promote children's growing independence and self-esteem. This has a positive effect on children when they move onto other settings.

There are effective procedures in place, enabling the childminder to administer medication to children, with written parental consent, when required. Accidents are recorded appropriately and countersigned by parents. Children's confidence and self-esteem is clearly promoted when the childminder teaches children about how to keep themselves safe. For example, children practise the emergency evacuation procedure in case they have to leave the setting unexpectedly. In addition to this, road safety is continually reinforced during their daily outings, this helps to keep children safe and aware of potential dangers.

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

The childminder demonstrates a good knowledge and understanding of her responsibilities to meet the safeguarding and welfare requirement of the Early Years Foundation Stage. This is because she refreshes her training regularly to help her implement robust policies and procedures for keeping children safe. The childminder understands her responsibilities to safeguard children. For example, she demonstrates her knowledge of the procedures to follow should she have a concern about a child's welfare. The childminder has a current first-aid certificate, and this gives her knowledge of how to deal with any minor illness or injury. Children are constantly well supervised to ensure they remain safe. Appropriate checks are carried out on all adults associated with the childminder.

The childminder successfully uses her knowledge and skills to promote children's learning. There are effective systems in place for evaluating and reflecting on activities, which ensures the childminder is maintaining a good quality of teaching. She has high expectations of the children and they show very positive attitudes towards their learning through play. Consequently, they are making good progress towards the early learning goals. The childminder completes regular training sessions and workshops which supports her to continuously improve her professional practice. She reflects on her own practice and provision in order to make improvements to ensure that the setting is continuously improving.

The childminder has a good understanding of the importance of developing strong relationships with parents and other external agencies. She understands this has a positive impact on children's learning and development and the care, which she provides. Parents

speak very highly of the setting and the childminder. Written comments from parents in questionnaires are very positive. There are effective partnership working arrangements between the childminder and the local preschool. This shared approach has a positive effect in meeting the children's needs and prepare them well for the next stage of learning.

The Childcare Register

The requirements for the compulsory 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	EY430731
Local authority	Surrey
Inspection number	779400
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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