

Inspection date	10/11/2014
Previous inspection date	26/09/2011

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

- The childminder provides a welcoming and child-friendly environment where children are happy and relaxed.
- The childminder provides a wide range of play experiences and activities that reflect children's interests, abilities and developmental needs. Children thoroughly enjoy their play and confidently choose what activities they want to engage in.
- The childminder fosters good relationships with parents and uses a joined-up approach to children's learning, enabling them to make good progress in their learning and development.
- The childminder demonstrates a good awareness of how to protect children in her care which enables her to promote their well-being effectively.

It is not yet outstanding because

- Opportunities are not always maximised for children to develop their awareness of key words within the environment and that print carries meaning.
- The childminder does not consistently follow her procedures to help prevent the spread of infection and children do not always wash hands before meal times.

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 activities inside and outside of the childminder's home.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of records, policies and procedures.
- The inspector took into account the written views of parents.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 2011. She lives with her daughter in Maybury, Woking, in Surrey. The property is close to local schools and amenities and there is a park nearby. The ground floor of the property is used for childminding, with an upstairs bedroom allocated for children to sleep. There is a fully enclosed garden for outdoor play. The childminder has a pet cat. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has six children on roll, all of whom are in the early years age range, and attend for a variety of sessions. She takes children on outings to local parks, children's centres and the library.

What the setting needs to do to improve further

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

- maximise children's opportunities to promote their interest in written words and help them to understand that print carries meaning
- ensure children's personal independence and self-help skills are consistently fostered.

Inspection judgements

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

The childminder's quality of teaching is good. She provides a well-organised, stimulating and accessible environment both inside and outside. This encourages children to explore and investigate independently. For example, during the inspection children choose to play with the cars and a road play mat. Older children sat happily on the floor and pushed the cars around the tracks on the play mat. They developed their physical skills well as they pushed hard to try and make the car go faster. Younger children picked up an aeroplane and held it up high. The childminder extended their understanding and asked them where the aeroplane flies. Children jumped up and down with excitement as they raised their hands to the air. They smiled proudly as they received lots of praise. The childminder supports their language development well as she narrates what the children gesture with their arms, confirming that the aeroplane does fly up high in the sky. The childminder enhances the activity further by suggesting to the children they role play going on holiday in an aeroplane. They choose a bag to take with them, fill it with money, and march into the hallway to get on the plane. They stand behind the childminder, laughing and giggling, as she pretends to fly the plane. Activities such as these encourage children to use their imagination as they happily use resources and make up their own scenarios. Children are confident in their surroundings and play happily with independence as well as enjoying the

interaction from the childminder.

The childminder develops children's awareness of books, and takes time everyday to sit quietly and read stories to them. She helps children to settle and feel comfortable as she provides floor cushions and ensures all children can see the book. The childminder demonstrates good quality teaching as she changes the tone of her voice to add interest. She encourages the children to join in with actions and anticipate what happens next in the story. Older children listen well to the story and begin to use large arm movements to gesture what happens next. For example, they move their arms as wide as they can as the childminder talks about wading through the mud. Younger children are content to sit quietly and watch the actions of the childminder, and the older children. However, while the childminder promotes children's interest in literacy, she does not display key-word labels around the environment or posters to help children develop an awareness of words, and enhance children's understanding that print carries meaning. The childminder knows the children well. She plans activities that encourage their development. For example, the childminder put some shaving foam onto the table and encouraged the children to touch, feel and smell it. Some children do not like getting their hands dirty and prefer not to engage fully in the messy play. The childminder respects the wishes of the children, and does not continue with the activity for long. She confidently talks about providing messy play every day to enable the children to become familiar with this type of activity, helping them to learn about different textures and how they feel. This consistent approach from the childminder encourages children to have-a-go and engages them in their learning. This helps promotes their development well.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She offers a good range of activities and play experiences that support children's progress towards the early learning goals. The childminder completes detailed observations and regularly assesses where children are in their development. She uses publications to help and guide her when planning children's next steps. As a result, she plans an individual learning programme that enables children to move on effectively in their learning and development. The childminder effectively involves parents in their child's learning. She talks regularly with parents to ascertain the achievements children make at home and shares future learning targets. She displays the weekly activities she plans to do with the children and what she hopes the children will learn. This enables parents to enhance their child's learning at home. This promotes a joined-up approach between the childminder and parents to aid children's progress well. The childminder has procedures in place to complete the written progress check for children who are aged between two and three years.

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

The childminder's home is welcoming and child-friendly in which children feel safe and secure. The childminder is kind and caring. As a result, children are happy and relaxed, and confidently engage with the environment. The childminder builds strong bonds with the children. They happily approach her for help and support. For example, younger children sit happily on the step as the childminder puts on their hat, coat and boots to play

in the garden. Older children are encouraged to be independent. They accept help to put on waterproof clothing and try hard to put on their boots. They receive lots of praise and smile proudly when both boots are successfully put on. This encouragement helps children to become independent and prepares them well for school. During the inspection children demonstrated good relationships as they played well alongside each other. Older children offered help to younger children. For example, they happily showed younger children where to place the electronic car on the floor to enable it to go-fast and not get caught up in the toy boxes.

The childminder promotes healthy lifestyles. She provides healthy snacks and children have independent access to water throughout the day. She teaches children how to wash their hands well and generally encourages children to do this before eating and after playing in the garden. However, this procedure is not always consistently reinforced. The childminder makes good use of the garden. She provides a wide range of resources and equipment that encourage children's physical development. For example, younger children try hard to climb the small cube. They show persistence, as they hold on tight and try hard to lift up their legs as they pull themselves up. They smile proudly as they stand up at the top and receive lots of praise. The childminder supports them in sitting down and pushes them down the slide. Children giggle heartily with excitement as they slide down quickly.

The childminder ensures children play in a safe and secure environment. She completes written risk assessments within the home, garden and all outings. The childminder has a fire evacuation plan that she practises with the children. As a result, children know how to keep themselves safe in the event of a fire. The childminder provides a wide range of good quality, age appropriate resources and play experiences. She organises them well and labels boxes with words and pictures to enable all children to select the resources they want independently. This supports their growing independence and curiosity, helping children prepare well for the next stage in their learning and development.

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

The childminder has a good awareness of how to meet the requirements of the Early Years Foundation Stage. She has good systems in place for reviewing and checking the progress children make. 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 safeguards children well in her care. She has a well-written policy that she shares with parents and talks confidently about the referral process. She has a wealth of information and publications to hand to help her should she be concerned. All adults living in the household are vetted and these checks are maintained by the childminder.

The childminder talks confidently about how she evaluates her practice. She clearly identifies her strengths and areas for development. She includes parents and children in her evaluation process. Parents have written testimonials and report that they are happy

with the service the childminder provides. The childminder has addressed previous recommendations effectively. She has attended a wide range of training to enhance her knowledge and understanding. Therefore, she demonstrates a good capacity to drive continual improvements to her childminding service.

The childminder promotes good partnerships with parents. She talks to them regularly about what the children enjoy and the achievements they make. The childminder establishes good relationships with other settings that children attend. She exchanges relevant information to enable continuity of care. The childminder has the required documentation in place, and a set of written policies and procedures to support her practice effectively. 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	EY427136
Local authority	Surrey
Inspection number	816618
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26/09/2011
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

