

Inspection date	17/11/2014
Previous inspection date	21/09/2009

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 provides a wide range of stimulating and interesting activities that motivate children to learn and explore. The childminder supports them to make very good progress.
- Children develop secure relationships with the childminder because she is caring and attentive to their needs. She praises the children, which supports their self-confidence.
- The childminder promotes children's independence as they confidently explore the good range of resources.

It is not yet outstanding because

- While the childminder provides parents with regular updates of their children's next steps for learning, she does not always provide sufficient detail to fully assist parents to further challenge their children's learning at home.

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 and interaction between the childminder and children in the main playroom.
- The inspector looked at a selection of policies, procedures, and children's assessment and development records.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder was registered in 2000. She lives with her husband and two adult children. They live in a house in Camberley, Surrey. The whole of the home is used for childminding, however, they mainly use the downstairs. There is a fully enclosed garden for outside play. The childminder currently has two children on roll, both of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and pre-schools and is within walking distance to local shops and parks. The family have two pet birds.

What the setting needs to do to improve further

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

- enhance the current good practice of sharing information with parents by reviewing the depth of details given to help them fully understand how to further challenge their children's learning at home.

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 children's interests and is able to extend their learning well. She prepares the environment with resources that are easily available for children to choose what they want to play with for themselves. The childminder effectively monitors children's progress and plans their progress well. Parents also receive a daily diary, which records what children activities during the day, and they are encouraged to make comments. She shares her records with parents and discusses children's progress regularly. The childminder provides parents with regular updates of children's progress. However, she does not always provide sufficient details on how they can also further challenge their children's learning at home. For example, some children are making very good progress and are receiving challenge from the childminder, but parents need additional information to help continue challenging their children's learning at home. The childminder has a clear understanding of the requirements to complete the progress check for children aged between two and three years. The childminder organises a broad range of activities that encourage children's skills in all areas. Their learning journeys, which children call their 'special books', contain photographic observations and examples of craft activities, such as paintings.

The childminder recognises children's interests in letters and sounds, and encourages this through structured activities and through daily routines. For example, children learn to recognise letters and sounds using flashcards, and then name objects in the environment

with similar sounds. For example, they read the letters on a sticker peeled from a banana for snack. Children also develop early writing skills as they learn to master pen control and copy letters. The childminder provides good opportunities to develop mathematics as children recognise colours and numerals on laminated charts. They count out coloured cotton reels to thread on a string and create a caterpillar, which soon transforms into a necklace. The activity is then further extended as the child chooses to draw a picture of the caterpillar and then ably names the colours. The childminder supports emerging vocabulary and understanding of living things as she explains the caterpillar has antennae to sense smells. This activity additionally helped children to practise counting numbers in sequence, such as the number of legs on the drawing of a caterpillar. Children use mathematical language as they describe large and small objects.

The childminder promotes children's communication and language skills very well. She encourages children to recall their experiences as they look through photographs in their special books. For instance, when they saw a, 'big rainbow after it rained last week' and the time they grew, 'giant sunflowers in the garden'. This prompts a discussion about what the children will do this week, which helps children know what to expect. Children enjoy reading stories with the childminder, which provides opportunities to hear spoken language and talk about what is happening in the story. There is a good range of role-play resources, which promote diversity, including small world toys representing different cultures and countries. Children like to dress and care for dolls and set up teatime, they explain to the adults that the cakes, 'are not real, it's for pretend'. This shows children develop good imagination skills. Children also discover the world around them as they learn about the changing seasons, and find out about people in the community, such as visiting the local charity shop.

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

Children are very settled and comfortable in the childminder's care due to her caring and sensitive approach. They confidently choose and direct their play and enjoy the childminder's structured activities. Children seek out the childminder's company in their play, and are confident to approach her for assistance if they require. The childminder praises children, increasing their confidence and self-esteem. This means children develop good motivation to learn.

Children know what behaviour is expected of them because the childminder provides clear and consistent boundaries that they understand. Consequently, children behave very well in the calm and caring atmosphere. There is a wide range of resources available to children. The childminder makes it easy for children to know what is available to them. For example, children can look through a picture album of what resources are on offer, and the childminder regularly rotates which toys are out.

Children learn about the importance of a healthy lifestyle. She provides healthy food and snacks for children, and they know they need to wash their hands at appropriate times to develop good hygiene habits. The childminder helps children become confident and independent individuals who can gradually manage their own personal care. She regularly

takes children on visits to the local library and to playgroups, which increases their social skills as they learn to socialise with other children and adults. They also benefit from daily walks as they exercise and practise road safety. The childminder routinely talks to children about staying safe. For example, children enjoyed a visit to the local fire station to see fire fighters and fire engines and this helped children understand the importance of keeping themselves safe. The childminder uses visits such as this to explain emergency evacuation procedures for children. The childminder takes children to the local park to ensure she is fully extending their physical skills with more challenging equipment.

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

The childminder has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. She has a good understanding of child protection issues and is aware of her responsibility to report any safeguarding issues. She is aware of whom to contact if she had any concerns regarding children in her care. This is reinforced through her safeguarding policy, which she shares with parents. The childminder completes precise assessments of potential risks to her home and outings. This helps her implement effective security measures to keep children safe.

The childminder regularly reflects on her practice and considers how she can improve outcomes for children. She actively gathers views of parents and children to help improve her provision. She attends training, when it is available, and has recently renewed her first-aid training. She also shares information with other childminders. The childminder is experienced in caring for children and effectively promotes their learning. Consequently, children are making good progress in their learning. She regularly monitors the progress they are making and shares this information with parents through daily diaries and discussions. The childminder develops very positive relationships with parents, which is evident in their written feedback. They praise her for providing a safe and secure environment for their children. They comment on how children have developed self-confidence and, 'always learn new things'. They add how much children enjoy spending time with her. Parents feel well informed and, 'very happy' about the care their children receive. The childminder works in partnership with other agencies and settings children attend, such as, pre-school. This helps provide children with continuity in the care and learning they receive.

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	120692
Local authority	Surrey
Inspection number	840347
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	21/09/2009
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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