

Inspection date	25/11/2014
Previous inspection date	27/08/2009

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

- Children make good developmental progress because the childminder has increased her understanding of how to successfully move them on in their learning and development.
- Children are motivated and enthusiastic learners because the childminder gives them lots of support and guidance during their play that helps them achieve their aims.
- Children are very happy and settled because the childminder has a caring and considerate approach and focuses on meeting their individual needs.
- The childminder provides children with a varied range of activities and experiences that successfully promote children's social skills and help them understand the world.

It is not yet outstanding because

- The childminder does not always seek further information from parents about children's developmental achievements at home, to strengthen continuity in their 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 observed indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder was registered in 2006. She lives with her partner and two children, in Ash, Hampshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outdoor play. The family has pet cats and guinea pigs. There are two children on roll in the early years age group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children up to 11 years old.

What the setting needs to do to improve further

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

- seek further information from parents about children's developmental achievements at home, to strengthen continuity in their care and learning.

Inspection judgements

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

The childminder meets children's individual needs well, so that they are very motivated in their play. She helps children to learn by constantly talking to them and showing them how to do things. Consequently, children persist with achieving their aims and develop new skills. For example, they show a great sense of achievement as they successfully join pieces of an unfamiliar puzzle. The childminder takes children to toddler groups and soft play facilities, where they show confidence and new skills as they learn to negotiate play equipment. The childminder knows that some children are more cautious when using climbing resources. Consequently, she often takes children to woods, where they develop balancing skills as they climb on and off the base of trees. Children develop good hand and eye coordination as they line up animals in a water tray and use collage resources and glue to make pictures.

The childminder talks to children in a positive and encouraging way, which successfully develops their understanding and language development. Consequently, children are keen to communicate as they copy what the childminder says and start to join words together. The childminder provides children with a wide range of exciting activities and experiences that successfully help them understand the world. For example, she often takes them to a local animal sanctuary. There, they observe and talk about creatures such as parrots and flamingos, and stroke the owls. As a result, children sometimes copy the actions of the birds, for example, when watching flamingos they stand on one leg. The childminder takes children to National Trust gardens and pond sites, where they run freely in natural play areas and explore outdoors. For example, they enjoy using buckets and spades to dig in sand.

The childminder makes good use of early years guidance to plan a wide range of activities that move children on in their learning and development. Consequently, children make good developmental progress and develop the skills they need for their future, including starting school. The childminder carefully observes and assesses children's progress and development and agrees their next steps for learning with parents. However, she does not enhance children's assessments by seeking further information from parents about children's developmental achievements at home. This reduces continuity in children's learning and development.

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

The childminder often joins up with other childminders, particularly in the summer months. She regularly takes children to a childminding group. Consequently, children quickly develop confidence and are happy to separate from the childminder and play independently. In addition, these opportunities successfully help children to widen their friendships and develop good social skills. The childminder focuses on helping children learn to share and take turns with play equipment. Consequently, children are well behaved, according to their age and stage of development. Children show a strong exploratory approach and independence during their play. For example, they particularly enjoy playing with a dolls' house and they talk aloud as they re-arrange the furniture and people. Children are very happy and settled because the childminder quickly gets to know them, provides a familiar routine and focuses on meeting their individual needs. Children enjoy the childminder's involvement in their play. She responds to their individual interests and introduces a variety of resources which they enjoy using. For example, children enjoy favourite books and puzzles and a wheeled horse, which they ride up and down the sitting room.

The childminder promotes children's good health well. She provides healthy homemade meals and allows plenty of time for children to be active, both indoors and outdoors. Children have access to a good range of indoor and outdoor play resources. The childminder sets up activities in her kitchen that successfully capture children's interest and involvement. For example, she puts ice, toy animals and shaving foam into a water tray, which children explore with enthusiasm. She talks about the ice melting, encourages children by showing them how to hide the animals in the shaving foam, and describes about how it feels. The childminder helps children learn about their own safety by talking about potential hazards. For example, she tells them not to go too near to water when feeding ducks, and explains about crossing the road safely. The childminder has a good knowledge and understanding of how to include all children in activities. She fully values their individual identity and has resources available that promote positive images of diversity. The childminder often joins up with childminders who look after children from different backgrounds. Consequently, children are starting to develop an awareness of differences in society. Children move smoothly between their home and the childminder's provision because the childminder successfully meets their individual emotional needs.

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

The childminder has a good knowledge and understanding of child protection procedures, which she uses effectively in practice to safeguard children's welfare. She is aware of e-safety issues and regularly completes distance-learning training to keep up to date with current issues. The childminder informs parents about her safeguarding policy and procedures so they understand her role in protecting children. The premises are safe, secure, and suitable for childminding purposes. The childminder complies with health and safety, and fire safety, procedures. She uses risk assessments effectively in practice to reduce hazards and maintain children's safety at all times. For example, when taking children on outings to places with open water, she supervises children very well and ensures they wear life vests. The childminder sometimes re-organises the furniture in her sitting room to create more space for children to play. For example, in the wintertime she moves the large dining table to one side, so that children can play safely with wheeled toys.

The childminder fully understands and meets the requirements of the Early Years Foundation Stage. Since the last inspection, the childminder has accurately evaluated the quality of her provision and she has used this knowledge effectively, to drive improvement. She can clearly identify how she has developed her knowledge and understanding of children's development. She has achieved this through attending a range of local authority training courses. The childminder is actively involved in a local childminding group. This has enabled her to share ideas for creative activities, which she uses in practice to provide children with variety. The childminder monitors the range of activities she provides to ensure that they have sufficient depth, breadth and challenge. She seeks parents' comments about the provision through daily communication and by using questionnaires. These include very positive comments about the childminder's ability to meet children's individual needs, and the quality of her provision.

The childminder regularly uses learning and development guidance to identify with parents that children are reaching expected levels of development. Consequently, any gaps in children's learning and development are identified and reduced. Recommendations made at the last inspection have been met. The childminder now regularly discusses and agrees children's next steps for learning with parents and she is vigilant about identifying and reducing risks on outings. For example, when visiting playgrounds she makes sure children play in enclosed areas and do not walk in front of the swings. She supervises children well and makes sure the gate on the enclosed playground is shut, so that children are kept safe. Partnership with parents is good. The childminder talks to parents about their expectations of children's behaviour and informs them about the daily activities.

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	EY321155
Local authority	Surrey
Inspection number	834620
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	27/08/2009
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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