

Inspection date	26/11/2014
Previous inspection date	26/09/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder works extremely well with parents to meet children's individual needs and provide them with continuity in their learning and development.
- Children make outstanding progress due to their childminder's exceptional ability to observe and assess their developmental achievements and move them on in their learning.
- The childminder focuses strongly on supporting children during their play so they develop new skills and are ready for the next stages in their learning, including school.
- The childminder improves outcomes for children constantly through her relentless drive to evaluate the quality of the provision and implement knowledge gained from attending numerous training courses.
- The childminder uses her expert knowledge of the areas of learning to provide rich and varied activities and outings for children that motivate them and develop their confidence and independence.
- Children are provided with a highly stimulating environment and a wealth of resources and activities to promote their interest in learning successfully and help them understand the world.

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 the childminder's self-evaluation.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and two children in Camberley, Surrey close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the sitting room, one of the bedrooms and the office. There is a garden available for outdoor play. The family has pet cats. 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. There are currently eight children under eight years on roll, of which five are in the early years age range. All children currently on roll attend on a part-time basis. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school.

What the setting needs to do to improve further

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

- leave painting resources easily accessible to promote children's deep involvement in their play further.

Inspection judgements

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

Children are exceptionally happy and motivated in their play and develop the skills they need for their future and starting school. The childminder observes and assesses children's progress skilfully. She uses detailed learning and development plans for each child and adapts how she helps children to learn according to their individual stage of development. She can clearly identify how the activities she provides help children to make outstanding progress in relation to their starting points. For example, regular weekly outings to a music group have significantly developed some children's ability to concentrate and join in. Most children make exceptional progress in their speech and language development. This is because the childminder talks and interacts with children constantly. Children's individual needs are exceptionally well met. The childminder uses her expert knowledge of the areas of learning and her excellent knowledge and understanding of children's interests and development to extend their learning. Children show excellent listening skills and a good understanding as they follow the childminder's guidance during activities. They quickly learn to use new resources and are keen to get involved. The childminder talks aloud during children's play and constantly supports and motivates them through her enthusiastic approach. Consequently, children persist, for example, as they find objects hidden in dried cereal and show good hand and eye coordination as they transfer them into different containers.

The childminder provides children with an exceptional variety of activities and experiences that develop their self-confidence and independence. For example, children embrace challenges fully during garden obstacle races and learn how to successfully follow instructions in sequence. They enjoy splashing in puddles and make discoveries as they explore and find toy cars in shaving foam. However, the childminder does not always leave free painting activities available to promote children's deep involvement and interest further. Children develop an excellent understanding of the world. During outings to National Trust gardens they get close to ducklings and kneel down on wooden bridges to look at fish in ponds. Children show great interest in books and written print they see in the environment. For example, they attempt to read plant signs during outings. Children are provided with physical challenge as they slide down tunnels and swing on low level tyres during outings to a garden centre. The childminder constantly and successfully strives to involve parents in children's learning and development. Consequently, children are provided with good continuity.

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

The childminder challenges children constantly to think and find out more, and motivates them to try things for themselves. For example, when they choose to play with a toy lawnmower, she acts out the movements, which inspires children to copy her. The childminder adapts her approach according to children's individual needs and give them lots of individual attention so they feel happy and secure. Consequently, children are extremely well behaved. The childminder successfully promotes children's ability to socialise and develops their independence. For example, she regularly takes them to a music group where they take part in group activities and widen their friendships.

The childminder provides children with a wide variety of home cooked food, which ensures they have an extremely well balanced diet. She successfully supports children to manage their own personal needs, which enables them to develop excellent independence and self-help skills. Children's good health is extremely well promoted through daily opportunities for them to play outdoors, both in the childminder's garden and on numerous outings. Children are provided with an exceptionally welcoming environment and a wealth of indoor and outdoor play equipment, to motivate them successfully to develop their play. The designated playroom and the outdoor play area are exceptionally well organised to provide children with variety and challenge. The childminder talks to children constantly to help them learn about their own safety, for example, during outings and when using the play equipment. The childminder embraces children's individuality and different backgrounds fully. She plans a wide variety of activities to help children learn about their own identity and differences in society. For example, children make hand prints and decorate candles for Diwali and create poppies in recognition of Remembrance day. The childminder establishes close links with the local school and uses information they display about the curriculum to complement children's learning in school.

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

The childminder has an excellent knowledge and understanding of how to safeguard children's welfare and respond to any concerns. The premises are very safe and secure and the childminder focuses strongly on promoting children's safety and security. For example, she makes sure children learn to safely use the steep steps to the upper level of the garden. The childminder has an exceptional understanding of how to meet the requirements of the Early Years Foundation Stage. She completes numerous training courses that have significantly increased her understanding of how to help children reach their full developmental potential. The childminder closely monitors activities and children's progress and adapts her approach to reduce any gaps in their development. For example, the childminder successfully promotes children's language skills by spending lots of time talking with them, singing and reading books.

The childminder evaluates the quality of her provision skilfully and takes action to improve outcomes for children constantly. Actions and recommendations made at the last inspection have been met. The childminder is now extremely vigilant about children's safety and makes sure they are closely supervised at all times, including during outings. Since the last inspection the childminder has significantly increased her understanding of how to assess and promote children's learning and development so they make outstanding progress. She now completes exceptionally detailed assessments of children's learning and development, which she shares with parents. She has attended numerous training events and sourced information through childminding internet groups. In addition, she has made exceptional use of information sought from parents to create a profile for each child. This enables her to continue children's learning according to their individual developmental starting points. The childminder regularly seeks advice from another childminder to plan a wide range of exciting creative activities. She asks local authority advisors to visit, and provide her with feedback, and implements their recommendations enthusiastically. For example, since the last visit she has labelled play equipment both indoors and outdoors to promote children's ability to recognise letters and develop their reading skills. Partnership working is excellent.

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	EY369449
Local authority	Surrey
Inspection number	815583
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	26/09/2008
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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