

Inspection date

15/12/2014

Previous inspection date

10/03/2009

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 nurturing, welcoming and child-friendly environment where children are very happy and settled.
- The childminder provides a good range of play experiences and activities that reflect children's interests and abilities. Children thoroughly enjoy their play and exploration and enthusiastically engage in planned activities.
- The childminder fosters good relationships with parents. A good two-way flow of information about children's learning and development enables them to make good progress.
- The childminder demonstrates a secure understanding of how to protect children in her care, which enables her to promote their well-being effectively.

It is not yet outstanding because

- The childminder does not display children's artwork or achievements around her home to enhance their already good sense of belonging.
- The childminder does not maximise opportunities, in the indoor and outdoor environment, to help children develop their interest and awareness of written words.

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 in the childminder's home including snack time.
- The inspector looked at a sample of documentation, including children's portfolios, and the safeguarding and behaviour policies.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector checked the suitability of the childminder and adult members of the household.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in Camberley, Surrey. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round from 8.00am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- display examples of children's artwork and achievements to enhance their sense of belonging and further develop their self-esteem
- maximise children's opportunities to promote their interest in written words and help them to understand that print carries meaning, for example, through using displays indoors and outdoors.

Inspection judgements

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

The childminder provides a well-organised, age appropriate, stimulating environment to encourage children to explore and investigate. The childminder displays resources well and labels them with words and pictures to help all children select them for themselves. The childminder has good procedures for helping children to settle quickly. She works closely with parents to find out about the abilities and interests of their children before they start. She encourages children to attend for shorter sessions over a two-week period; during this time she observes and assesses the children's learning and development. She uses the information effectively and this enables her to plan activities appropriately. As a result, no learning time is lost. The childminder maintains written profiles on the children. She completes regular observations and assessments and has regular discussions with parents to enable her to plan an individual learning programme. Consequently, children move on effectively in their learning and development. The childminder uses a daily diary and keeps parents informed about what the children have enjoyed and achieved during the day. Parents use this diary to record information about what their children have done at home, outings and experiences they have enjoyed. The childminder clearly identifies children's

next steps in their learning and development. She shares and agrees these with parents regularly. This promotes good partnerships with parents and enables the childminder and parents to extend children's learning and development effectively. The childminder has procedures in place to complete the written progress check for two-year-old children. This helps to ensure that any gaps in learning are identified promptly.

The childminder's quality of teaching is good. Her calm and encouraging approach is conducive to an effective learning environment. The childminder sits alongside the children as they explore and investigate. As children play, she takes opportunities to teach and encourage them. For example, children showed interest in the laptop that was being used for the inspection. The childminder strategically placed a toy laptop on the floor, which the children immediately explored. Children babbled excitedly as they pushed buttons and listened carefully to the different sounds, letters and numbers that were narrated. The childminder enhanced children's learning well because she named the colours, shapes and counted to three. She encourages children to repeat the sounds and gives lots of praise when they try hard. This activity engaged the children well and helped to promote their physical, language and early mathematical development. Children happily determine their own learning. They independently explored an electronic nursery rhyme book. They pushed the buttons and moved their bodies with excitement as they heard the nursery rhymes being played. The childminder joined in with the singing. Children are beginning to babble the rhythm and make clear sounds that resemble the words of the rhyme. These activities promote children's development of language skills and prepare them well for their next stage in their learning and development. While the childminder has labelled resources well, there are no key word labels or signs in the minding environment to maximise children's opportunities to learn about written words and understand that print carries meaning.

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

Children are happy, relaxed and have strong bonds with the childminder. They play with enthusiasm, engage confidently with the environment, and happily engage in adult-led activities. For example, children developed their physical skills and learned about colours because the childminder prepared a painting activity. Children happily allowed the childminder to paint their feet and make a print onto a card for Christmas. She constantly talked to the children about what she was doing and explained they are going to make a special card for Christmas. The childminder gives children time to create their own artwork and provides a good range of tools such as large paintbrushes and foam sponges. She encourages them to make marks on paper and gives lots of praise as they create their masterpieces. Children babble happily as they make marks on the paper. This encouragement gives children the confidence to try new experiences. The children enjoy different craft activities and have regular opportunities to paint and use their imagination. However, opportunities are not maximised to promote further children's sense of belonging, as the childminder does not display their artwork and achievements within the minding environment. The childminder helps children to learn about right from wrong at a young age. She gently reminds children not to throw toys and gives good explanation as to why not. Her instructions are clear and age appropriate. As a result, children behave

well.

Children are developing a good understanding of a healthy lifestyle. The childminder provides children with healthy and nutritious snacks. She teaches children how to wash their hands well before eating and supports younger children. They enjoy snacks such as grapes, apples and tomatoes and have easy access to water throughout the day. The childminder provides a well-equipped outdoor environment. Children have opportunities to run, climb, slide and use their imagination as they play in the dens and kitchen areas. The childminder supplements this with regular trips to the local parks where children can further develop their physical skills and get lots of fresh air. The childminder has organised her space well so children have plenty of room to play and explore. She displays the resources well and initially selects a good range of age appropriate resources that are easily accessible to younger children. This supports children's growing independence and curiosity. Children have access to a wide range of activities and play experiences to support their all-round progress in readiness for their next stage of development.

The childminder provides a safe and secure environment in which she puts children's safety first. Children know how to get out quickly and safely in the event of a fire because the childminder practises the evacuation plan every month. She completes full, written risk assessments in the home, garden and for all outings. She helps children to learn about their own safety, for example, as she insists they sit in appropriate safety seats while at the table.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and meets them well. She maintains all the required documentation to help support children's safety and welfare effectively. The childminder has a written safeguarding policy and has completed relevant training. She confidently talks about the referral procedures should she have any concerns. All adult members of the household are vetted as to their suitability to be with children. This attention to safeguarding keeps children safe.

The childminder tracks children's progress well. She reviews their progress on a regular basis as younger children are making rapid progress in some areas of their learning and development. This enables her to see at a glance any gaps in development.

The childminder talks confidently about her strengths and areas for development. She has made good progress since her last inspection and addressed all previous recommendations well. She involves parents in her evaluation process, periodically sending out questionnaires to find out if they are happy with the service she provides. Parents report they are very happy with the care and education their children receive and acknowledge that the children enjoy coming to the childminder's home. The childminder has completed a range of training, for example, Special Education Needs and the attachment theory. She has identified that she would like to enhance her knowledge and understanding by completing a childcare qualification at level 3. This demonstrates the childminder's

capacity to make continual improvements.

The childminder works well with parents and other providers to enable her to meet the needs of children effectively. She shares a wealth of information with parents and exchanges relevant information with other settings that children attend to enable her to provide continuity of care and education. The childminder has a full set of written policies and procedures to support her practice, which she fully shares with parents. 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY292118
Local authority	Surrey
Inspection number	833816
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	10/03/2009
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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