

<b>Inspection date</b>	10 February 2015
Previous inspection date	13 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder provides a wide range of resources. She uses a picture library to show children what is available in the store cupboards. This supports children's personal, social and emotional development well and enables them to choose what they want to play with.
- The childminder plans a good range of activities and play experiences that focus on children's next steps, their interests and abilities. Consequently, children receive good quality care and learning that meets their needs well.
- Children develop strong bonds with the childminder. They are happy, relaxed and engage well in their play, which supports their well-being effectively.
- The childminder fosters good partnerships with parents. She completes detailed learning journey records and uses daily diaries to keep parents informed of what their children have done during the day. This enables parents to extend learning at home.
- The childminder has attended safeguarding training. She has good systems to keep children safe. She assesses her home, garden and all outings to ensure children play safely.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities to enhance children's early reading skills.

## What the setting needs to do to improve further

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

- enhance opportunities for children to develop early reading skills, and gain an understanding that print carries meaning, by displaying key words within the learning environment inside and outside.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector sampled a range of records, policies and procedures.
- The inspector discussed safeguarding with the childminder and looked at her safeguarding policy.
- The inspector took account of the written views of parents.

### Inspector

Hazel Stuart-Buddery

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a good awareness of the skills children will need for school. She supports their independence by providing a range of accessible resources. This enables children to select for themselves and determine their own learning. Children learn about technology and develop their physical skills. For example, some children explored the toy computer eagerly. They listened carefully to the instructions and questions, and smiled happily as they pushed the correct buttons and got positive responses. The childminder provides a range of books that are easily accessible, which promotes children's interest in literacy. However, she does not maximise opportunities for children to learn about familiar words in the environment because she does not display key words. During the inspection, children thoroughly enjoyed making paper flowers. The children used scissors, pens and glue sticks confidently to create their special flowers. They developed their communication and mathematical skills as they talked about the activity and named different shapes and colours confidently.

### **The contribution of the early years provision to the well-being of children is good**

The childminder provides an environment that is welcoming and child friendly. Children engage happily with her and involve her in their play. The childminder's kind and caring approach towards the children helps them to feel safe and secure. She teaches children good manners and gently reminds them to say 'please' and 'thank you' during activities. The children play well together and praise each other as they complete craft activities. The childminder teaches children about healthy lifestyles. They know the daily routines and wash their hands spontaneously before snack time, which prepares them well for school.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of the learning and development requirements. She evaluates her practice well and identifies her strengths and areas for development. She involves parents in the evaluation process. Parents report that they, 'have complete peace of mind' and 'know the children are safe and having lots of fun'. The childminder attends training to update her knowledge, which has a positive impact on children. She maintains detailed learning journey records for all children, and checks their achievements termly to keep a track on how well they are progressing. She sets clear targets for future development that she shares and agrees with parents. In addition, she seeks information, from the parents of children who attend more than one setting, about children's targets, interests and achievements at pre-school. As a result, children make good progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	121057
<b>Local authority</b>	Surrey
<b>Inspection number</b>	840369
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 September 2011
<b>Telephone number</b>	

The childminder registered in 2000. She lives with her husband and adult son in Mytchett, Camberley, Surrey. The childminder is registered on the Early Years Register and both parts of the Childcare Register.

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.

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