

| | |
|--------------------------|------------|
| Inspection date | 20/02/2013 |
| Previous inspection date | 14/06/2007 |

| | | |
|--|-------------------------|---|
| 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 has a good understanding of the Early Years Foundation Stage. She provides interesting and challenging activities that cover all areas of learning and helps encourage children to take the next steps in their development.
- The childminder successfully completes the two-year-old progress check and fully understands the importance of the document. The childminder works closely with parents to support children's learning right from the start.
- Children have clearly developed strong attachments with the childminder and are confident, happy and settled during the time they spend with her.
- Children develop a good understanding of how to keep themselves safe through planned activities with the childminder. For example, they practise fire drills and learn how to walk up and down the stairs safely.

It is not yet outstanding because

- There is a wide range of resources available to children which cover all of the areas of learning. However, children are not fully able to make independent choices about their learning and play. This is because there are no words or picture labels on the boxes to help children in their selection.
- Children's art work is displayed, along with photographs of children at play. However, the childminder has not thought about sharing photographs of children's families, friends, pets or favourite people to promote children's interest and self-esteem fully.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children playing and looked at the areas of the premises used for childminding purposes.
- The inspector spoke to the childminder at suitable times throughout the inspection and spoke to the children present.
The inspector looked at children's assessment information and the learning
- journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents through reading their comments.

Inspector

Hazel Farrant

Full Report

Information about the setting

The childminder was registered in 1989. She lives with her husband and one adult child in Blackwater, near Camberley, Surrey. The childminder's daughter, son-in-law and two young children also live with her. The whole of the childminder's house is used for

childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, two of which are in the early years age range. The childminder walks and drives to local schools to take and collect children. The childminder attends the local childminding group. The family has seven cats, one rabbit fish and toads as family pets. The house is in walking distance of local shops, schools and parks.

What the setting needs to do to improve further

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

- share photographs of children's families, friends, pets or favourite people to promote children's interest and self-esteem
- provide pictures representing options to support children in making and expressing choices.

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 the Early Years Foundation Stage. She provides interesting and challenging activities that cover all areas of learning and help and encourage children to take the next steps in their learning. As a result, children are making good progress towards the early learning goals and preparing for starting school. Individual learning journals are in place for all children, these include, photographs, examples of children's work and observations of them at play. These link to the areas of learning and help to identify the next steps in children's learning. The childminder successfully completes the two-year-old progress check and fully understands the importance of the document. The childminder works closely with parents to support children's learning right from the start. Parents provide information about children's likes and dislikes and what they are able to do at the start of the placement. This helps the childminder to identify children's starting points. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress.

The childminder knows the children well and confidently talks about their stage of development and gets fully involved in their play. For example, she supports their communication and language skills as she sits on the floor with them and talks about the

different animals and shapes they find in the box. Children are beginning to develop their literacy skills as the childminder encourages them to think about letters and the sounds they make. For example, when children play with the magnetic letters on the board, they select the correct first letter of their own name. Children develop their counting skills through play. For example, they independently count objects and some children can confidently count past 12. Children learn about adding and subtracting as they take part in role play using cash tills and pretend money. They learn about weight and volume during cookery activities. Young children are developing their physical skills well as they move around the space confidently. Children are beginning to show an awareness of the world around them. For example, as they shake different bottles, they notice the colours and glitter mixing together. They learn about other people, cultures and abilities through discussions, planned activities and through outings in the local community. Children's art work is displayed, along with photographs of children at play. However, the childminder has not thought about sharing photographs of children's families, friends, pets or favourite people to promote children's interest and self-esteem fully.

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

Children have clearly developed strong attachments with the childminder and are confident, happy and settled during the time they spend with her. They smile and seek reassurance from her at times and she is responsive to their needs. The positive attachments she has with the children are supported by effective settling-in procedures. This means that children's transition between home and the childminder's setting effectively supports their individuality. The childminder understands the importance of providing regular opportunities for young children to socialise with their peers through regularly attending toddler groups. This means that children are learning about others as they play and have fun.

Children have ample room to move around and play in the childminder's home. There is a wide range of resources available to children which cover all of the areas of learning. However, children are not fully able to make independent choices about their learning and play. This is because there are no words or picture labels on the boxes to help children in their selection. The childminder uses clear and age-appropriate boundaries for managing children's behaviour. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing and taking turns. Children develop a good understanding of how to keep themselves safe through planned activities with the childminder. For example, they practise fire drills and learn how to walk up and down the stairs safely. The childminder understands the importance of providing children with healthy and balanced diets. She encourages children to try different fruits at snack time. Children benefit from fresh air as they regularly go out on walks and play in the garden. They learn the importance of good hygiene and understand that they need to wash the germs off their hands before they eat.

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

The childminder has a good understanding of her responsibilities for meeting the learning and development requirements of the Early Years Foundation Stage. She also has a secure knowledge of the welfare requirements. She monitors the observations of children's progress to ensure that all areas of learning are covered and identify gaps in children's learning. She has a good understanding of the importance of sharing information with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for children. The childminder has a good knowledge in regard to safeguarding children. She has all the necessary information ready to hand and knows who to contact if she feels she needs to make a referral. Parents are also made aware of all of her policies and legal requirement to protect children. The childminder carries out written risk assessments, along with daily safety checks and supervises children well. This helps to ensure that risks to children in her care are minimised.

All documentation required to effectively support children's welfare is in place and up to date. The childminder holds a current first aid certificate and requests consent from parents to obtain emergency medical treatment. This means that she could respond appropriately if there was an accident. The childminder uses self-evaluation to highlight areas of her provision that require improvements. She plans to make the outdoor area a more engaging area to promote children's learning. Through using self-evaluation and gaining parents' and children's views about her provision, she is able to identify areas for further development. She has addressed the recommendation raised at the previous inspection and attended recent relevant training, this demonstrates a positive attitude towards continuous improvement.

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. 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 | 112397 |
| Local authority | Hampshire |
| Inspection number | 727566 |
| 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 | 14/06/2007 |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

