

Inspection date	13/01/2015
Previous inspection date	17/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Effective partnership working with parents means there is a continuity of learning between the provision and home, which contributes to the good progress children make.
- Children build secure emotional attachments with the childminder because she obtains good information from parents, which ensures children receive consistent support.
- The childminder ensures that the environment is safe and that she has clear procedures to safeguard children and keep them protected.
- The childminder teaches young children the key skills they need to support their future learning well. She understands how the children learn best and what their interests are, enabling her to provide suitable opportunities for them to make good progress.

It is not yet outstanding because

- Very occasionally, the childminder overly directs children's play, reducing their opportunities to explore and think things through so they develop their own ideas and solutions.
- The childminder has not fully considered how to organise her resources to improve children's awareness of the additional resources and activities that are available to them.

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 toured the premises and observed children playing inside and in the garden.
- The inspector looked at children's development records, a selection of policies, children's records and evidence of suitability.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references from parents.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2005. She lives with her family in Blackwater, near Camberley, Surrey. Her home is close to shops, parks, schools and public transport links. Most of the home is available to children for play, with sleep and toilet facilities available on the first floor. There is a garden for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks and drives to local schools and pre-schools to take and collect children. She also attends the local childminding groups. There are currently six children on roll, two of whom are in the early years age range. She holds a formal childcare qualification equivalent to Level 3.

What the setting needs to do to improve further

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

- allow children more opportunities to explore and think things through to develop their own ideas and solutions, and to learn through their own trial and error
- review the organisation of resources so children are more easily able to choose additional resources for themselves.

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 learning and development requirements. She demonstrates that she knows the children very well. The childminder talks confidently about children's initial assessments within their learning and the progress that they make while with her. She assesses children's progress on an ongoing basis, identifying their levels of development and next steps in learning. The childminder uses this information to plan relevant activities that take into account children's interests and learning requirements, and covers all areas of learning. Parents also provide information about their child's progress at home. Consequently, children make good progress in preparation for the next stage in their learning. The childminder provides parents with daily information. Information includes progress of their children's development and photographs of the activities they have enjoyed during the day. She has systems in place to complete two-year-old progress checks for children when the time comes.

Children benefit from playing in an environment that is rich in opportunities for

conversation and discussion. They are well supported in developing their communication and language skills. The childminder constantly engages children in conversation as she plays alongside them, repeating words, modelling language and asking questions. Although, very occasionally the childminder does not allow children enough time to think through the answers for themselves. That said, overall, the childminder uses good teaching techniques. Children enjoy sitting close and sharing books with the childminder, they also eagerly take part in action songs. Children confidently try new learning experiences, such as how to use scissors to cut dough. The childminder is close to hand to provide support, praise and encouragement to help children practice their newly acquired skills. Children show good concentration as they scoop and pour beads into a play kettle. The childminder uses the opportunity to help children to count and learn about size and colour.

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

The learning environment within the childminder's home is very welcoming and interesting for children. The childminder has a wide selection of resources and equipment that she uses to meet the needs of all ages and abilities of children. These are organised safely and effectively to encourage children's self-selection and decision-making skills. For example, most toys and resources are at low levels around the inside and outside play areas. This helps all children to consolidate and extend their own learning. However, although there is labelling on most of the toy boxes, some resources are stored high. This means that some children are not fully aware of what additional activities and resources are available, because they cannot easily see them.

The childminder ensures children play safely through close supervision and guidance. She encourages children to be active and explore their environment, while teaching them safe practices. Children join in fire drill practises and daily checks of the premises ensure areas are suitably safe. The childminder is vigilant in promoting children's good hygiene as all children wash their hands before eating and helping with the preparation of nutritious foods. As a result, children are healthy and safe.

Children settle quickly with the childminder because she understands the importance of fully supporting the move from home to her setting. The childminder invites parents and children to visit as often as necessary to ensure both are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder and the children, ensuring that they feel valued and secure. Children enjoy involving the childminder in their play. The childminder recognises children's achievements and provides plenty of praise for their good behaviour. This positively reinforces children's understanding of the expectations and boosts their self-esteem. Parents feel well informed and confident in the childminder's care of their children. The childminder communicates well with them to share children's care routines and daily activities. She forms secure bonds with the children which helps prepare them for any changes, such as when they move on to a new setting or school.

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

The childminder has a good understanding of the safeguarding and welfare requirements, which helps to promote children's safety and well-being. She regularly completes child protection training. Therefore, the childminder is confident of the appropriate procedures to follow in the event of any concerns about children in her care. Procedures for administering medicines are secure. Written records of accidents, injuries and first-aid treatment include signatures to confirm that parents are fully informed. Consequently, children remain as safe as possible through the implementation of good practice and procedures.

The childminder attends a variety of training courses so that she continues to update her professional knowledge. Therefore, she has the relevant experience to provide good quality teaching, care and learning for all children. The childminder has a good understanding of the learning and development requirements. She monitors the educational programmes effectively, to ensure that all aspects of each area of learning are fully covered. The childminder tracks children's progress effectively so that she is able to identify and support any child who is not developing at the expected levels.

The childminder uses self-evaluation to identify areas for development as well as her strengths. She obtains parents views on the quality of the provision through daily discussions and written comments. Parents written comments are very positive. They are pleased with the care and activities the childminder gives to their children and the impact this has on their development. The childminder has successfully met the recommendations from her last inspection and this has a positive impact on the outcomes for children.

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	EY319073
Local authority	Hampshire
Inspection number	994067
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17/06/2009
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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