

## Inspection date

Previous inspection date

14/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 awareness of how children learn and provides a variety of activities and experiences to ensure each child makes good progress from their starting points when they joined the setting.
- Children are happy and settled and develop strong relationships with the childminder and each other. The childminder develops a good relationship with the parents and ensures they are fully involved in their children's learning and development in the setting and at home.
- Children develop confidence and enjoy their time with the childminder, who enables them to take part in a wide range of activities and play experiences both inside and outside the home. Children are well supported in developing communication and language skills, their vocabulary is promoted due to the good interaction between the childminder and child.
- The childminder shows a commitment to keeping her skills updated has a professional approach to her childminding and is committed to continual improvement in the setting and providing very good care.

### It is not yet outstanding because

- The childminder does not always promote children's literacy development sufficiently by, for example, sustaining children's interests in books.

## 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 activities in the indoor learning environment.
- The inspector took account of the written views of parents.
- The inspector looked at children's assessment records and other documentation.

## Inspector

Alison Large

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in a house in the Redhill area of Surrey, close to shops, parks, schools and public transport links. All areas of the property, but mainly the ground floor are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is also registered on both the voluntary and compulsory parts of the Childcare Register. She is currently minding two children in the early years age group on a part time basis. The family has two cats. The childminder has a relevant childcare qualification.

## What the setting needs to do to improve further

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

- enhance the programme for literacy by engaging children with picture books, books with flaps or hidden words, books with accompanying CD's and story sacks, and find opportunities to tell and read stories to children, using puppets, soft toys or real objects as props.

## Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn, by providing a stimulating and well organised environment. She supports the children in making their own choices about what they want to play with, inside and outside. The childminder makes good use of the local area and the children regularly enjoy trips to parks, play areas and to toddler groups where they have opportunities to interact and socialise with other children and adults. Children are making good progress as the childminder provides valuable support and interaction during activities. Children's language is developing as they are encouraged to speak, and the childminder uses questions and discussion with the children to challenge their thinking.

Children are confident and happily explore the activities on offer. For example, children explore the buttons on interactive toys and chat contentedly to themselves as they play. This means children acquire the skills they will need for their future learning. The childminder provides and adapts a wide range of activities to suit the age of the children present, enabling all to take part. At times, younger children pay less attention whilst looking at books or listening to stories. This is because the childminder does not always use a variety of story telling methods to keep them interested.

The childminder has an efficient system in place to find out about children's interests and capabilities when they first start in her care. The childminder has started observe the children and undertake assessments of their progress. These are consistently used to monitor that children are steadily moving to the next steps in their learning and development. The childminder shares her observations with parents and this means they are kept well-informed of their children's progress. Overall, the childminder plans interesting activities for children as she already has a good knowledge of each child's learning needs. The childminder is committed to providing good quality care and education for all children. They take part in some planned activities and also have many opportunities to initiate their own play. Children's physical skills are developing well with the range of equipment provided inside and outside. They are able to ride wheeled toys

and also have opportunities to climb, balance and jump.

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

Children feel very safe and secure at the childminder's home. They receive good attention from the childminder and have their needs well catered for. Children form good relationships with childminder and show delight when she joins in their play. The childminder gets down on floor level to play with young children and she interacts with them well. This helps keep children interested in most of the play activities. Therefore, children are well behaved and are learning to share with others.

Children begin to understand the need to keep safe. They practise the emergency evacuation procedure and the childminder talks to them about crossing the road safely when out walking. Children learn about keeping healthy as the childminder explains about why they need to wash their hands after messy play or before eating. They can use the outdoor play area in most weathers which means they are able to have regular fresh air and exercise. This helps children develop a positive attitude towards physical activity. The childminder offers a varied menu to the children; she is aware of individual dietary needs, ensuring all the children have healthy and nutritious snacks and meals. Children develop independence as they select their activities from a good range of resources. Daily routines ensure that children have plenty of opportunities to play and learn in a variety of ways, for example, playing in the garden, or going for walks in the local area.

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

The childminder is very caring and works closely with the children and their families in order to meet children's care and learning needs. She is keen to make ongoing improvements to her childminding, through widening the range of resources provided, and by attending additional training to further her knowledge. She has a good understanding of the learning and development requirements and how to meet them to support children's learning well. The childminder's good organisation means that children are well safeguarded. The childminder is suitably vetted and always supervises the children to promote their safety. She has a good awareness of child protection issues and has a clear safeguarding children policy which informs parents of her responsibility to act on any concerns she may have about the children in her care. She fully promotes children's safety both in the home and when out on walks or trips. Risk assessments are conducted within the home and for outings to minimise hazards.

The childminder has started to identify her strengths and areas for development through the ongoing evaluation of her childminding. In the short time since registration, the childminder has been active in improving her practice; she has increased her knowledge of the Early Years Foundation Stage and is attending training courses to keep her skills updated.

The childminder works very well with parents; she shares her policies and keeps parents well informed about their child's daily routines and achievements. She has started to complete the Learning Journey assessment folder for each child, which includes photographs and some examples of their work. The childminder shares the observations and assessments she makes for each child with the parents regularly. She has made links with the local pre-school and school to establish continuity of care and learning for the children who may attend. She welcomes all children into the setting and makes sure their safety and well-being is of a high standard.

### 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

<b>Unique reference number</b>	EY442599
<b>Local authority</b>	Surrey
<b>Inspection number</b>	783597
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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 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.

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