

## Inspection date

Previous inspection date

26/09/2012

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

- Children benefit from the welcoming, inclusive and stimulating environment, where the uniqueness of each child is expertly valued.
- The childminder fully supports children's developing skills in their use of the English language, enabling them to develop a strong sense of belonging and enhance their self-esteem.
- Children's developing independence is actively encouraged through their daily play experiences and self-care routines.
- Children thrive in an environment where their positive behaviour is consistently praised enabling children to play harmoniously with one another.

### It is not yet outstanding because

- Opportunities for younger children to explore a variety of natural and textural objects are not fully utilised to enable them to develop their growing curiosity.
- Children do not experience an environment rich in print to further develop their awareness of written text and support them in linking associations between pictures and 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
- 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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the lounge, conservatory and kitchen.
- Ongoing discussion and joint observations with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and her policy sampled
- Children's information and development records were sampled along with childminder qualifications and certificates
- Portfolio containing policies and procedures - random samples taken
- Parents views were gathered through letter to inspector

### Inspector

Teresa Elkington

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her partner and two young children, in Redhill, Surrey The ground floor of the home is used for childminding purposes

where children have access to a lounge, dining/kitchen area, conservatory and second reception room. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently the childminder has four children on roll who are in the early years age group.

### **What the setting needs to do to improve further**

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

- Provide a range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests.
- Create an environment rich in print where children can learn about words alongside picture, e.g. using names, signs, posters and labels.

### **Inspection judgements**

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

Children demonstrate that they feel completely at ease in the childminder's care, as they enter the setting and settle quickly to their chosen activities. The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. She has an astute awareness of children's starting points, as these are fully discussed with parents during the settling in periods prior to care commencing. This enables her to plan effectively for children's individual needs and continued learning and development in support of their transition from their own homes to her care. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore children make good progress in their learning and development. The childminder clearly demonstrates that she knows the children's developmental stages well. She has developed learning journals, which are supported by ongoing observation, assessment and planning. These are effective in ensuring that she covers all seven areas of learning. They clearly demonstrate how children are making good progress and the plans that are in place to build upon existing skills and support any emerging areas of concern. The childminder has a full understanding of the requirement to record children's progress at the age of two years, which will support her current assessment systems.

Children's language skills are fully supported through the childminder's ability to model correct language and vocabulary, in support of children's developing use of the English language. Children's awareness of different scripts is introduced, by them having access to a selection of dual language books, which are used alongside traditional storybooks.

However, examples of written text in the environment are not fully utilised. For example, to support children in their selection of resources and enhance children's developing understanding of word and picture associations. The childminder introduces children to mathematical language and concepts during everyday activities and as children play. For example, positional language is used to help children find objects that have rolled under chairs; and children begin to represent numbers by using their fingers after counting objects around them.

Children thoroughly enjoy creative activities where they are able to use their hands to experience how the paint feels to touch and how patterns emerge through simple movements of their hands. Children's use of interactive toys enables them to develop their curiosity. They explore the sounds and movements which are activated through them placing balls down chutes and pressing buttons. Children access a wide variety of toys and resources which are well organised to enable children to make their own independent choices about what they would like to play with. However, young children do not always have opportunities to explore different textures within everyday objects such as those used within treasure baskets.

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

Children benefit from the positive and caring interactions of the childminder, enabling them to feel safe and secure. For example, as younger children respond with smiles when cuddles and verbal interactions are given by the childminder. Older children show kindness and concern when younger children become distressed, showing that they are responsive to others' needs. Co-operative play is fully encouraged as children receive constant praise for their consideration to one another. This enables them to build upon their developing social skills and learn to play in a harmonious environment. The childminder offers gentle reminders in support of children's developing understanding of being aware of their own safety. For example, reminding children to take care as they spontaneously use storage boxes as part of their imaginative play.

Children's physical skills are supported, as they have many opportunities to use a range of physical play equipment both in the garden and during visit at local parks. Inviting toys are used in a meaningful way to support children's next steps of development. For example, as toys are placed slightly out of reach to entice independent movements of younger children. Young children are developing skills of self-care such as feeding themselves. Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy a range of fresh fruit and vegetable snacks which are presented in a fun way to invite and encourage good eating habits. Children respond to their bodily needs by independently accessing drinking water. Mealtimes are a social occasion where the childminder supports children in their development of early feeding skills. Older children demonstrate a sound understanding of their own personal needs. For example, they take themselves to the toilet and wash hands independently.

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

## provision

The childminder effectively safeguards children, as she has a clear and confident understanding of child protection issues. This enables her to act appropriately in the event of any concerns regarding a child in her care. Children's safety is prioritised well, using both written and visual risk assessments. This supports the childminder in minimising the hazards to children, therefore, providing a safe and secure environment for them to play. Clear procedures are in place to enable the childminder to deal with any accidents or injuries appropriately, which is supported by a current first aid certificate. The childminder has adopted effective policies and procedures, which guide the operations of her service. These are shared with parents using her well-presented portfolio and prominent notice board. The management of children records is effective; as they are filed and stored appropriately to maintain confidentiality.

The childminder demonstrates a strong capacity to develop her provision along with her own professional development. She has begun to self evaluate the service she provides, which has enabled her to identify her strengths and areas for further improvement, to promote positive outcomes for children. Relationships with parents are developing well. Parents are provided with daily dairies alongside verbal feedback, which enables them to be equal partners in children's learning and care. Parents comment very positively about the care the childminder provides. For example, they note how the childminder has supported children for whom English is an additional language and how social skills are developed.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY444456
<b>Local authority</b>	Surrey
<b>Inspection number</b>	789936
<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>	5
<b>Number of children on roll</b>	4
<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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