

<b>Inspection date</b>	15/10/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children feel safe and secure with the childminder who provides a caring and loving environment where children have familiar routines and access to photographs of family members to help them feel even more secure.
- Children are offered a sufficient balance of learning opportunities that support their individual learning needs and interests.
- Children have ample opportunities to develop confidence, physical and social skills through weekly outings to pram club and visits to the park.

#### **It is not yet good because**

- The childminder lacks understanding of how to fully promote the health and safety of the children in her care and has not obtained the required consent from parents for outings.
- The childminder has not fully developed arrangements for establishing children's developmental starting points when they are first minded and does not share information with parents regarding their child's learning and development and the next steps in learning so these can be continued and supported at home.
- The childminder is not fully supporting children's growing understanding of safety as she has not yet practiced her devised emergency evacuation plan.

## 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 looked at all areas of the premises that are used for childminding, which included the safety in all rooms. She also looked at documentation that included policies procedures and written observations.
- The inspector observed childcare practice and opportunities provided to the minded child that was present.
- The inspector had in-depth discussions with the childminder relating to her knowledge and understanding of safeguarding and welfare, learning and development.

## Inspector

Patricia Edward

## Full Report

### Information about the setting

The childminder registered in 2012 and lives in a three-bedroom house, in West Byfleet in the Borough of Woking. The childminder lives with her two school aged children. All areas on the ground floor are used for childminding purposes. Children have access to a secure garden for outdoor play. The family has a pet hamster.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll, within the early years age range.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the safety and well being of children by obtaining written parental permission for children to take part in outings.

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

- develop further systems for assessment by a) establishing what children can do as the starting point for their learning by seeking information from parents; b)informing parents of the next steps in learning that have been identified for their child so this can be continued whilst they are at home.
- provide safe spaces and explain safety to children. For example, support children's growing awareness of keeping themselves safe by practicing fire and emergency evacuations.

### **Inspection judgements**

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

The childminder has a satisfactory understanding of the early learning goals and the seven areas of learning. She provides an ample range and variety of activities and experiences that support children's development and learning both in the home and in the local community. Children engage in a sufficiently balanced range of adult-led and child initiated activities. Children appear settled and secure within the childminding environment and are eager to take part in the activities on offer. The childminder is beginning to record adequate observations of children's progress and development across the seven areas of learning. These are sufficiently evaluative and are linked to the areas of learning. This enables the childminder to identify any gaps in her observations at a glance. She also uses information from her observations and the Development Matters in the Early Years Foundation Stage publication to pin point the next steps in children's learning. This helps to ensure children have good levels of challenge and that any gaps in their learning and development are suitably identified. However, she does not share the next steps for children's learning effectively with parents to ensure continuity of learning at home. The

childminder obtains general information about children's welfare at the beginning of the placement, but does not discuss information regarding children's abilities and interests to establish their initial developmental level. The childminder is aware of the need to implement the progress check for children between the ages of two and three years.

Young children's communication and language development is sufficiently fostered by the childminder. They have access to an ample range of soft and board books that are stored in the front room, which is the main play space. They also access talking books that they can operate independently by shaking and pressing buttons. This allows them to learn about cause and effect and investigate basic technology. The childminder spends time talking to children and acknowledges their sounds and gestures as they are finding their voice. She responds back to them, which builds confidence in their developing language skills. The childminder further promotes children's language through singing. The childminder is aware of the minded children's favourite songs and these are frequently included. Children have ample opportunities to develop their expressive arts and design abilities. Babies and toddlers particularly like exploring musical instruments, which they gain great delight from. They shake tambourines and clackers to explore sound and rhythm. This contributes to improving their coordination and sound perception. The childminder sits alongside children and supports their play, for instance, by building towers of bricks.

Young children's physical development is satisfactory as they have ample space within the home to practice their improving walking skills. Children's understanding of diversity is suitably enhanced as they have access to a small selection of resources that reflect positive images of the wider community. The childminder has recently begun childminding and intends to acknowledge a range of cultural and religious festivals throughout the year to foster children's understanding of the world. Children are starting to learn skills for the future, such as playing with programmable electronic toys, by enjoying pressing the buttons to see how they work.

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

Children have settled well into the care of the childminder. She is warm kind and patient in her interaction with children, which helps them to feel relaxed and confident. They happily explore the toys and show a curiosity and interest in visitors. The childminder sets out a selection of toys and resources which encourages the children to make independent choices and decisions. The childminder supports children's personal, social and emotional skills adequately. As a result younger children are beginning to develop self-care skills by being encouraged to hold their bottle of milk and are learning how to use a spoon competently to feed themselves. The childminder further promotes children's emotional development by obtaining photographs of family members and making placemats for meal times. This helps children with the transition from home to the childminders, making sure they feel secure by seeing familiar family members. Weekly visits to local pram groups provide children with opportunities to interact with others and develop their social skills. Children are encouraged to develop healthy lifestyles and have daily opportunities to enjoy fresh air and exercise. They go to and from the local school, access the garden and visit

local parks. The childminder has a suitable range of resources available for the children to use which are age appropriate.

The childminder encourages children to begin to understand the importance of appropriate personal hygiene routines, such as cleaning their hands before meals and snacks. Children's well-being is further protected as the childminder follows suitable nappy changing procedures, which help to reduce the risk of cross-infection. There is a relaxed atmosphere at mealtimes where children have access to healthy, nutritious meals provided by the childminder. She shares weekly menus with parents that and displays them on the notice board for parents to see. Menus include meals and snacks, such as egg soldiers, macaroni cheese, shepherd's pie and vegetables, with yogurts and fresh fruit for dessert. Children have access to their individual cups with water and they are encouraged to drink regularly.

Children's behaviour is appropriate for their age. Children receive lots of praise and encouragement for their achievements and are beginning to learn how to keep themselves safe. As a result, their self-esteem is developing satisfactorily. Children's well being is suitably protected as there is an appropriate sick children's policy in place, which is shared with parents. It detail's the childminder's commitment to not caring for children who are unwell; this helps to reduce the risk of the spread of infection.

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

The childminder demonstrates an appropriate understanding of safeguarding children. She understands the importance of keeping records and sharing relevant information with other professionals in the event of any concerns arising. The childminder takes effective steps to keep children safe at all times. She undertakes both visual and written risk assessments for the home and for general trips and outings the children take part in. Fire safety equipment is in place. The childminder has devised a written evacuation procedure, however, this has not as yet been practiced with the children to make them aware of this safety precaution. She has implemented a range of policies and procedures that are in line with the current requirements. The childminder shares her policies and procedures with parents, which keeps them informed of her practice. She generally maintains and obtains all the required documentation for the safety and well-being of the children she cares for. For example, she obtains information such as who can collect the child, their immunisation details and emergency contact details. However, she has not obtained written parental consent for outings, which is a breach of requirements. However, the impact of this is minimal because the childminder verbally informs parents of the outings children take part in.

The childminder has begun to develop positive relationships with parents and there is a regular exchange of information through daily discussions and daily diaries. These detail ample information, such as what their child has eaten, the number of nappy changes and how they have spent their time whilst with the childminder. However, systems are not robustly in place to keep parents informed about their children's achievements and

progress and how they can contribute to this. There are currently no children on roll who attend other settings or need support from other agencies. The childminder is aware of the need to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and the continuity of children's care and learning.

The childminder shows a satisfactory understanding of the learning and development requirements. This is evident in her practise with children as she supports their learning adequately. She also keeps assessments records and ensures the educational programme promotes all areas of learning and development. The childminder has recently begun childminding. She is in the early stages of establishing appropriate systems for evaluating both her practice and the effectiveness of her provision in meeting the care and learning needs of the children she cares for. The childminder demonstrates a sound commitment to driving improvement. Since registration she has completed all of the required training to develop her knowledge and practise. As a result, she has increased the safety of the home by addressing the security of the front door to prevent children from leaving the premises unsupervised. She has also made the drains in the garden safe to prevent tripping hazards. She has increased the equipment to provide images of people of different races, genders, and of special educational needs and physical disabilities.

### 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>	EY445577
<b>Local authority</b>	Surrey
<b>Inspection number</b>	796025
<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>	1
<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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