

Inspection date

28/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an exemplary understanding of the Early Years Foundation Stage, and of how children learn and develop.
- The childminder works extremely closely with parents and other providers to give children consistent and coherent care.
- The childminder's enthusiastic approach to her childminding provision demonstrates her devotion to providing high quality childcare.
- Children flourish in this highly stimulating environment.

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 spoke to the childminder at appropriate times throughout the observations.
- The inspector observed children at play.
- The inspector sampled records and documentation relating to children's progress and development and the safeguarding and welfare requirements.
- The inspector sampled parents' views through feedback questionnaires.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She operates from the family home in Reigate, Surrey. The whole of the ground floor is used for childminding. The house includes a playroom, lounge, kitchen, downstairs toilet and bathroom. Children have daily opportunities for outdoor play within the garden, local parks and woodlands. The childminder takes children to other child-based activities within the community. There are

three children currently on roll, all of whom are in the early years age range and attend on a part-time basis.

What the setting needs to do to improve further

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

- encourage children's early literacy skills further by enhancing related resources in the outside area.

Inspection judgements

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

The childminder's enthusiastic approach to her childminding provision demonstrates her devotion to providing high quality childcare. Children clearly thrive and make rapid progress in a well-organised, domestic environment. The childminder meets the needs of the children very well and ensures that they participate in all activities in a fully inclusive way. This allows children to make choices about their play and helps them to develop excellent independence skills. Children use an extensive range of equipment to help them progress in their numeracy and problem solving. They count, sort various two and three-dimensional shapes and use many puzzles to fully reinforce their understanding of number, patterns, position and sequence. Children have maximum opportunities to explore and try things out. They are very confident, initiating their own play and showing high levels of curiosity during adult-led activities. The childminder skilfully encourages children to use their senses to explore their surroundings and make sense of the world. For example, they excitedly pour, dig, investigate and use various sensory and natural materials in their play. The childminder provides a very stimulating learning environment although resources to support literacy outdoors are not extensive.

Planning is highly effective with adult-led and child-orientated activities that fully reflect children's individual interests and levels of ability. The childminder has an exemplary awareness of how children learn at different rates and adapts her interventions skilfully. She motivates children's learning exceptionally well. For example, she is very skilled in posing questions to children to extend their thinking and their vocabulary. Regular praise and encouragement from the childminder enables the children to develop confidence and good self-esteem. Children particularly enjoy 'cause and effect' resources and investigate by repeatedly pushing buttons on their laptops. Regular opportunities to explore painting, collage, glue and cutting are available and children make their own imaginative creations. They confidently explore their surroundings making individual choices in their play. The

childminder monitors children's progress very carefully and they make outstanding progress towards the early learning goals as a result. The childminder prepares children exceptionally well for their transition to school or pre-school as they make such excellent progress with her.

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

Children are exceptionally well settled and have a close relationship with the childminder. As a result, this helps them to feel extremely secure and confident as they form close attachments with her. The childminder thoroughly respects and understands children's individual needs and characters. Children know they are valued as the childminder listens to what they say, responds in a kind and caring manner, supporting their self-esteem and confidence very effectively. Children show high levels of independence in their self-care, such as older children going to the toilet and washing their hands. The childminder is exceptionally skilled at giving children opportunities to take managed risks in their play. This approach helps children to learn about safety effectively. They know how to keep themselves safe in the sun by applying sun cream and sun hats. They frequently help themselves to drinks of water to ensure they remain hydrated. The childminder introduces very young children to visitors so they learn to feel safe in their environment. Children take part in regular emergency evacuation procedures and the childminder provides children with very good examples of how to keep safe on outings. For example, she designs picture cards that children take with them, which they tick off if they have put their seatbelt on or if they have approached the traffic lights.

The childminder shows an extremely positive attitude to providing an inclusive environment and liaises closely with parents and other providers to meet children's individual needs. Children learning English as an additional language receive significant support in their home language. Parents provide key words that the childminder uses and displays very effectively around her home for children to see. Furthermore, this becomes an enjoyable learning experience for all children who learn to appreciate other languages. Toys, resources and experiences promoting positive images of diversity are plentiful and help children learn about differences very effectively.

As part of promoting a healthy lifestyle, children visit toddler groups, children's centres, local parks and enjoy regular walks in the nearby woodland to pick items of interest and observe seasonal changes. This enables children to learn through first-hand experience and use the local environment to support and extend their knowledge and understanding. Children also have an extensive range of opportunities to develop physically in the childminder's large garden including riding a variety of wheeled resources and playing on a large trampoline.

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

The childminder has an excellent understanding of how to safeguard children. She is extremely knowledgeable about the action she should take if she has any child protection concerns. The childminder carries out thorough risk assessments. As a result, her home is a very safe place for children to play and explore. All the required policies and procedures are in place to underpin the excellent practice and inform parents of how the childminder will operate. The well-organised use of space available ensures children's personal safety and well-being at all times.

Partnerships with parents are excellent and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. The childminder listens closely to what parents and children suggest and responds to their views very well. Regular surveys of parents, through informal discussion and formal questionnaires, underpin the childminder's success. The childminder provides parents with extensive information about all aspects of care and learning. They receive their own copies of written policies, procedures and information about the Early Years Foundation Stage framework. Parents provide extremely positive feedback about the childminder. They value the resourceful ways that she helps them to support their children's learning. The childminder liaises extremely well with other settings to promote coherent learning and care.

The childminder has an exceptional understanding of how to meet children's learning and development needs. This enables her to see immediately where there are any gaps in the educational programme or where children are underachieving. The childminder is professional in every aspect of her work. Regular short training courses increase her knowledge and understanding of relevant issues. She continually evaluates her practice, and considers the views of parents and children in this process. This leads to well targeted improvements to her provision, and ensures excellent 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
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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.
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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	EY425668
Local authority	Surrey
Inspection number	756391
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable

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 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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