

**Inspection date**

05/12/2012

Previous inspection date

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 form secure attachments with the childminder who meets their emotional needs well.
- The childminder gives a high priority to the safety of children through the implementation of clear policies and procedures and risk assessments.
- Children have easy access to a well-resourced and interesting environment.
- The childminder develops very positive relationships with parents. She keeps them extremely well informed about their children's routines and learning by using comprehensive daily diaries and learning journals.

**It is not yet outstanding because**

- Children are sometimes distracted by the television which is on in the background. This makes it difficult for them to distinguish sounds or hear patterns and rhythms.
- Opportunities for children to talk about healthy eating and to try new foods are less well developed.

## 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 main playroom room.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector also took account of the views of parents by reading letters and references.

## Inspector

Alison Kaplonek

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and three young children in Virginia Water in Surrey. The whole of the childminder's house is used for childminding, although children spend the majority of their time downstairs where there are toilet and washing facilities. A secure garden is available for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of

the Childcare Register. There are currently five children on roll. The childminder works with an assistant on occasions. There are no family pets.

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

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

- Encourage children to learn about healthy eating by creating time to discuss healthy options and involving young children in preparing food
- encourage young children to explore and imitate sounds, to repeat rhymes and learn about rhythm, and keep background noise to a minimum, for example, by using music or the television briefly only for particular purposes.

### **Inspection judgements**

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

Children make good progress in all areas of their learning and development. They take part in a wide range of activities both within the home, out in the garden or while out at toddler groups. Planned activities ensure good coverage of each area of learning and link with the children's interests. Children learn about space, shape and measure as they enjoy water or sand play, or complete shape puzzles. They learn about balance as they stack up the blocks, laughing as they fall over. The childminder joins in with children's play and encourages discussion about colours, numbers and taking turns. Children are beginning to develop their communication skills as they learn to play together or ask the childminder for certain resources. They enjoy looking at books and talking with the childminder. However, they are sometimes distracted by the children's television programmes which are on in the background. This makes it difficult for them to distinguish sounds or hear patterns and rhythms. Children enjoy the many activities in the garden or out in the local environment where they meet with other childminders and children. They learn how to share the toys and to wait for their turn.

The childminder knows the children well and plans according to children's interests and areas for further development. The childminder works well with parents to make her initial assessment of children's interests and developmental levels. She makes numerous observations and assessments for each child and completes a learning journal which includes photographs and children's work to show their achievements. The childminder also completes tracker sheets which cover all areas of learning and show clearly where each child is in their individual development. When needed, this information will feed into

the two-year-old progress check. The childminder has a good knowledge and understanding of how to promote learning and plans next steps for each child, taking into account any particular needs they may have.

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

Children are happy, secure and settled with the childminder. The childminder works closely with parents to ensure that she has a good knowledge of each child's likes, dislikes and routines. Children form secure attachments with the childminder who meets their emotional needs well. Care practices are good and children are developing their confidence and independence. The childminder gives a high priority to the safety of children through the implementation of clear policies and procedures and risk assessments. Children learn about keeping themselves safe as they cross the road or walk to the park. They know the house rules and behave well. They are learning how to develop relationships and learn new social skills when they visit groups and meet with other childminders and children. This helps to prepare them for the next step in their life, such as starting at pre-school or primary school.

Children know to wash their hands before eating, and younger children receive positive support from the childminder as they try to do this for themselves. Older children are able to develop their independence as they access the paper towels which are readily available. The childminder takes a flexible approach to the provision of food and works well with parents to meet their needs and those of their children. She provides some snacks and meals for children and, overall they are nutritious and healthy. However, children sometimes have sweet biscuits for snack, and the childminder misses the opportunity to discuss healthy eating with them.

The childminder provides children with a good range of resources each day, depending on their interests at the time. Children have easy access to a well-resourced and welcoming environment and confidently help themselves to toys and play materials from boxes and shelves which are within easy reach. Children make choices from the cars and other small world resources or help themselves to books or construction equipment.

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

The good organisation of the childminding service ensures that the childminder and her assistant, who she works with very occasionally, can successfully focus on promoting the welfare and learning for children. The childminder supervises children closely and provides a safe and interesting environment alongside good adult support. The childminder reflects on the strengths of her practice well. This helps her to identify training to further improve her knowledge and understanding of the learning and development requirements. She is committed to ensuring that she meets each child's needs effectively.

The childminder has a good understanding of her duty to safeguard children and to meet

the welfare requirements. Her safeguarding policy is robust and includes information about her Local Safeguarding Children Board procedures should she need to make a referral. She carries out comprehensive daily risk assessments for all areas of her setting and never leaves children with unchecked adults.

The childminder develops very positive relationships with parents. She keeps them extremely well informed about their children's routines and learning through using detailed daily diaries and learning journals. Parents state that they are very pleased with the care and education provided by the childminder and would not hesitate to recommend her. They value the childminder's professional conduct and 'excellent' relationships formed with their children. The childminder understands that when necessary, she will need to make links with other settings that children may attend to promote consistency for the children in their learning and development.

### 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>	EY408368
<b>Local authority</b>	Surrey
<b>Inspection number</b>	764585
<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>	5
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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