

## Inspection date

Previous inspection date

07/01/2013

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 very inclusive approach and is welcoming to the children, which means that children are happy and settled.
- The childminder has an in-depth knowledge of children's individual needs, which she uses to help them make good progress in their all-round learning.
- The childminder has a caring and patient approach towards the children and dedicates her time to joining in their play to promote their learning and development.
- The childminder regularly consults with parents to ensure they are happy with their children's care and acts on their suggestions for any improvements.
- The childminder actively implements aims and objectives from other agencies involved in children's care to provide support to children with special educational needs and/or disabilities.

### It is not yet outstanding because

- The childminder has not yet enhanced assessments of children's progress by asking parents to contribute regular information about children's achievements at home.
- Children's awareness of difference is not strengthened through the provision of a wide range of resources that reflect positive images of diversity.

## 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 downstairs rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's 'learning journeys', planning documentation and a selection of policies and children's records.
- The inspector discussed self-evaluation with the childminder and also took account of the views of parents in records.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her husband and one child in Knaphill, on the outskirts of Woking in Surrey. The home is close to local schools, parks, shops and other community amenities. The family has a cat. Children have access to the whole of the ground floor of the childminder's home and sleep upstairs as necessary. There is a garden

available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three children on roll in the early years age range. The childminder supports children who have special educational needs and/or disabilities. The provision operates from Monday to Friday for most of the year.

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

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

- enhance assessments of children's individual progress by asking parents to contribute regular information about children's achievements at home.
- strengthen children's awareness of difference, for example by increasing the range of resources that reflect positive images of diversity.

### **Inspection judgements**

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

The childminder uses her good knowledge of child development, experience of being a nanny, and learning and development guidance to help children make good progress in all areas of their learning. She stays close to children and provides support, without taking over or directing; she joins in their play and embraces their thoughts and ideas. Consequently, children show the characteristics of effective learning, for example, learning to work cooperatively with others when constructing a train using different shaped bricks. Children show high motivation during their play. They respond with enthusiasm to the varied activities that promote their learning across all the areas of learning, such as looking at books, using modelling dough and playing in the garden. The childminder plans a good range of outings that successfully promote children's confidence to play independently alongside others, for example, through regular visits to toddler groups.

The childminder completes comprehensive observation and assessment records. She knows each child well and can clearly identify their achievements and progress since she started caring for them. Children develop skills they need for starting school and show enthusiasm for learning, for example, during story times they often choose books and approach the childminder for her to read stories and discuss the pictures, helping them to learn that words carry meaning and promoting the use of language to express ideas. The

childminder works closely with parents and makes suggestions of how they can help children make progress at home. Consequently, children are beginning to do things for themselves and increase their independence. The childminder welcomes parents' contributions about their children's development, which enables her to meet their individual needs. However, she has not enhanced her assessments of children's progress, by asking parents to contribute regular information about children's achievements at home on a more consistent basis.

Children extend their communication skills, due to the childminder's positive interaction during their play. For example, they attempt to say words related to past activities they see in photographs, such as Halloween parties and playing in the paddling pool. Children are beginning to develop control of their movements. With the childminder's support, they balance seesaws and ride wheeled toys inside and outside. Children make good progress with learning to feed themselves. They develop pre-writing skills, as they draw with chalk and felt pens and make marks with paint and cornflour. Children are encouraged to use counting and mathematical ideas during their play. For example, when they overturn a play shopping trolley, the childminder helps them count the play eggs, as together they return them to the trolley. Children attempt, sometimes independently and successfully, to fit shapes into spaces on simple inset boards.

Children explore their environment through regular outings to a lake to feed fish and to a bridge within a woodland area to watch the trains. The childminder encourages children to observe the features of living things, for example, as she draws their attention to a worm on her patio. Together they talk about the worm's movements and that it has come out of the ground due to the rain. Children play imaginatively as they use pots and pans on a play cooker. They learn how things work as they press battery operated buttons that create light and the sounds of cooking. Children enjoy real cooking activities, for example, as they help to make a snowman cake for their Christmas party. They explore a range of media as they manipulate modelling dough, paint and play with water and sand in the garden.

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

The childminder dedicates her time to joining in children's play and makes suggestions that capture their interest and help ensure they are all fully included. For example, she praises them when they kick a football to each other when playing in the garden. Consequently, children are beginning to develop their friendships and ability to share the resources. Children enjoy looking at photographs of members of their family displayed on the sitting room door and in a treasure basket. The childminder asks them who they can see in the pictures, which helps them feel secure, particularly when she first starts caring for them. Children are beginning to develop independence during their play, as they actively explore the good range of toys and play areas.

Children's good health is promoted through well-balanced meals and snacks that include

fresh fruit and some vegetarian dishes. Children have regular opportunities to play outside in the childminder's garden and at the local park. In good weather, the childminder keeps the sitting room door open, which further promotes children's enjoyment of being active. They move freely between the indoor and outdoor areas and use age-appropriate climbing equipment, scooters and wheeled toys. Children bring suitable clothing and wellington boots from home, which means they can play outside all year round. Children learn about their own safety, particularly on outings. They learn to wait and hold the childminder's hand when leaving her home to get into the car and learn how to use the slide safely.

The childminder has a very inclusive approach, which means children are happy and settled. She carefully considers how she can promote children's individual development. For example, she makes sure there are always low-level toys and suitable resources available, so that children with disabilities can pull themselves up and be mobile. Consequently, children develop confidence in their own abilities. There are some resources available that reflect positive images, such as dolls, books and a wooden play bus. However, these resources are limited and do not enhance children's awareness of similarities and differences in people. Children currently on roll do not attend school or any other provision. The childminder understands about working with others where a child does attend other early years settings to promote continuity in their care and learning.

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

The childminder supervises children very well and makes good use of risk assessments to maintain their safety, both indoors and outdoors. For example, she always checks the garden before children play outside and helps them learn to use the slide safely. The childminder has a good knowledge of child protection procedures and knows what action to take if she is concerned about a child. Since starting to care for children, the childminder has attended additional training. This has enabled her to have a good understanding and knowledge of recent changes in learning and development guidance and assessment for children aged two to three years. The childminder makes use of children's progress records and her additional observations of children's interests to monitor and adapt the range of activities. For example, as a result of children enjoyment of books, she takes them on regular outings to the library.

The childminder regularly communicates and consults with parents. She organises meetings that provide additional time to talk with parents and focus on children's progress. The childminder makes effective use of self-evaluation to make ongoing improvements to the provision. She has completed the Ofsted self-evaluation form and says this has been a useful process for reflecting on her own practice and making improvements to activities. For example, she now provides more outdoor and art and craft activities that children really enjoy. The childminder has clear future aims for children to help prepare meals and make more choices as their language develops. In addition, she has ordered a small step, so that children can use the cloakroom to wash their hands

independently. Parents are provided with questionnaires that invite them to share their views about the provision and make suggestions for improvement. The childminder acts on their suggestions and makes changes, for example, children now brush their teeth after breakfast.

The childminder works well in partnership with parents and other agencies to meet the needs of children with disabilities and helps them make progress. She has recorded observations of children's responses for parents to give to other agencies, such as physiotherapists, which helps to promote continuity in care. Letters from parents show they are happy with the provision. For example, they say, 'We couldn't be more thrilled. The childminder is fantastic with our child and he absolutely adores her. She is flexible with our working arrangements, caring and fun with the children, yet firm when required.'

### 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>	EY431955
<b>Local authority</b>	Surrey
<b>Inspection number</b>	769832
<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>	3
<b>Number of children on roll</b>	3
<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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