

## Inspection date

Previous inspection date

11/01/2013

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

- Children have secure, trusting relationships with the childminder who is warm and caring. Consequently, they are settled and happy in her care and growing in confidence.
- The childminder has a good understanding of the Early Years Foundation Stage. This ensures that children are cared for to a high standard and that their well-being and safety are prioritised.
- The childminder understands the importance of working in partnership with parents in order to get to know the children well and to provide consistent care.
- The childminder has a good understanding of how children learn. She supports all children to make good progress through providing a wide range of activities which capture their interest. Therefore children are motivated and keen to learn.

### It is not yet outstanding because

- Although children enjoy lots of opportunities to handle books, they do not have access to those that are of personal interest to them to further enhance their pleasure in books.

## 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 spent the majority of the time with the childminder observing her and the children she was minding. This took place in the living room of the childminder's home, the cabin and garden.
- The inspector sampled the children's information and development records.
- The inspector sampled the childminder's policies and discussed safeguarding issues.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector discussed self-evaluation systems with the childminder.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband, one school-age child and one pre-school child in Staines, Middlesex. The ground floor of the house and a fully equipped cabin in the secure garden are mainly available for childminding. The childminder is currently minding one child in the early years age group. She is registered

on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

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

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

- provide children with opportunities to see and talk about books containing pictures of their family and other familiar people and objects to extend their interest in handling books.

### **Inspection judgements**

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

Children are happy, settled and making good progress in the childminder's care. The childminder understands how children learn and provides good opportunities for them to take part in a wide range of adult-led and child-initiated activities. The childminder observes children as they play and tracks their progress using the document Development Matters in the Early Years Foundation Stage. She then plans the next step in their individual learning journey to enable them to progress further. Consequently, children are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of learning at school. The childminder keeps parents informed about their child's achievements and what they enjoy doing. Sharing this information helps parents to support their child's learning at home. The childminder also intends to use the information gained through observation and assessment to form the basis of the progress check at age two.

Younger children enjoy hearing familiar songs with repetitive sounds, such as 'wind the bobbin up'. They smile with anticipation at what happens next and attempt to join in with the actions. This helps develop their listening and language skills. Children also have great fun using their senses by dabbling their fingers in a tray of foam. They explore the texture and smell of the foam and develop their imagination as they create their own marks and patterns. Children enjoy many opportunities to handle books both in the childminder's home and at the library. Sitting comfortably together for story time contributes towards developing understanding and vocabulary. However, children do not have access to books that are of personal interest to them to enhance their pleasure in books, such as albums containing photographs of their family and other significant people in their lives.

From a young age, the children are encouraged to make choices. They move around

enthusiastically engaging with resources that interest them. They also confidently indicate their wishes to the childminder, knowing that she will respond appropriately. For example, as soon as they indicate they want to draw by approaching the art materials, the childminder responds by setting out the chunky crayons that can be used more easily by small hands. Feeling confident to express their wishes builds children self-esteem and supports their emotional development and well-being.

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

The childminder's warm and caring manner enables children to develop a strong emotional bond with her as they grow in confidence. She finds out a wealth of relevant information from the parents about their child at the beginning of an arrangement in order to provide appropriate and consistent care. Her routine observations of the children means that she knows them very well and has a clear picture of their developmental stages and of how she can help them progress further. For example, when she judges it the right time, she provides a baby walker to encourage children to pull themselves up to a standing position in preparation for them taking their first steps. Children feel safe and emotionally secure in the childminder's care.

The childminder's home provides a safe and suitable environment for children to learn. The childminder uses the well-resourced cabin in the garden to support children's all round development and is appealingly decorated. Play materials are in good condition and readily available for the children to make independent choices about what they use. Playing in the cabin also enables them to have easy access to the garden to benefit from physical play and exercise. Children have fun scrambling up the slide and into the pedal cars. Children also have the opportunity to benefit from fresh air and exercise by visiting large parks that are further afield, where they can run around and feed the ducks. The childminder further promotes a healthy lifestyle by providing nutritious snacks and meals. She consults with parents to ensure that she takes account of any specific dietary needs a child might have. She also respects parent's wishes in relation to food preferences. The childminder talks to the children about the importance of eating a healthy diet and has posters on the wall showing a range of healthy options. She also helps them to understand the importance of good personal hygiene, such as why they need to wash their hands before eating and at other relevant times during the day. Ensuring that children develop good social skills and have good self-esteem and confidence contributes towards them being able to make a successful transition into school.

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

The childminder has a thorough awareness of her responsibility to promote children's learning and development. She recognises that one well-planned and well-resourced activity can effectively incorporate and support all seven areas of learning. She also understands her duty to safeguard the well-being of the children in her care. She does this effectively by ensuring that all areas of her home are free from obvious safety hazards.

She conducts risk assessments before outings to ensure that any potential danger can be avoided appropriately. The childminder also demonstrates that she is able to act swiftly and appropriately, in an emergency to ensure that an ill child receives the medical help they urgently need. In addition, the childminder has a secure knowledge of local safeguarding procedures, which means that she is able to act promptly to protect a child, should she have concerns about their welfare.

The childminder recognises the importance of continuously developing her practice for the benefit of the children. Since registration, she has adapted her practice to suit the needs of the children and their families as she has gained experience. She keeps up-to-date with relevant issues by reading the childminding forum website. She also welcomes input from her local authority development worker. The childminder evaluates her practise and identifies areas to develop. For example, she intends to obtain gardening equipment for the children to use in order for them to benefit from a richer learning environment outside. She hopes that they will grow fruit and vegetables and use the experience to support their understanding of healthy eating.

The childminder seeks the views of the parents as part of her self-evaluation process by asking them to complete questionnaires. All the parents state on the forms that are very happy with the care she provides. One parent described her as 'amazing'. Other comments include that their children are always happy, and that their eating has improved. The childminder establishes highly effective partnerships with parents. Parents of younger children welcome the use of 'Home from home' books to exchange information with the childminder about how their child spends the day. The childminder also uses text messages to keep in touch with parents.

### 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
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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>	EY445573
<b>Local authority</b>	Surrey
<b>Inspection number</b>	810584
<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>	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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