

## Inspection date

Previous inspection date

15/01/2013

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 play in a warm and welcoming environment where they form secure attachments with the childminder, which means they feel safe and secure.
- The childminder provides fun and stimulating opportunities, therefore children make good progress in their learning and development.
- The childminder understands what interests the children and provides activities to support these interests which motivate them to learn.
- Children develop a good understanding of acceptable behaviour because the childminder devises house rules in conjunction with the children. This gives them a sense of ownership.

### It is not yet outstanding because

- The childminder does not currently use puppets and other props to fully encourage children's communication and language skills.
- The childminder has developed effective systems for observational assessment, although she does not fully share these with parents to further promote children's learning.

## 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 the development files the childminder creates for each child and the planning of activities.
- The inspector held discussions at appropriate times with the childminder about children's activities and their progress.
- The inspector looked at a selection of policies and children's records.
- The inspector spent the majority of inspection time with the childminder observing her and the children she was caring for. This took place in the childminder's lounge.

## Inspector

Helen Penticost

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in Reigate, Surrey, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the master bedroom. She has a dog, cat and rabbits. This childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently

caring for four children in the early years age group. The childminder is happy to undertake school runs and take children to different children's groups, parks, the local library and out for walks in the local neighbourhood. She is a member of an approved childminding network.

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

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

- use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book
- share assessments of children's development with parents in order that they are kept fully up-to-date with their child's progress.

### **Inspection judgements**

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

The childminder has devised an effective system for observation, assessment and planning. She uses a system to quickly note children's achievements throughout the day. She uses these alongside photographs as well as regular in-depth observations to aid her as she plots children's developmental progress. The childminder uses the Development Matters in the Early Years Foundation Stage guidance to ensure that children are progressing. This guidance also helps her to highlight potential areas where they could be making better progress. The information gained influences planning for the next steps in children's learning and also supports their assessments, such as the progress check for children aged two years. Parents provide information about their child when they first start and the childminder uses daily diaries containing information about children's activities and achievements. These also help to support children's learning at home. However, the childminder has not fully shared her systems for observational assessment with parents to keep the, fully up to date with their child's development.

Children thoroughly enjoy playing with resources that the childminder sets out and these promote their current interests. For example, they look at the train books, turning the pages with care and they select trains from the box and line them up in a row. The childminder introduces mathematical language during everyday play experiences such as, 'that's a big train' and 'that one is smaller'. Children are able to use the wooden pieces to form a track for the trains. They work out how to turn the pieces around to make them interlock and receive plenty of praise for their achievements. The childminder uses open-

ended questions to try to encourage children to develop their language skills. However, she has not added puppets and other props to fully enhance and encourage children to speak in different situations.

Children happily select their resources and return to the lounge with, for instance, a children's laptop. They operate it with ease, finding the button to turn it on and other buttons to navigate their way around the programme. The childminder supports children for example, by looking at the numbers and praises the children when they succeed. Therefore, exploring information and communication technology at an early age supports children's skills for the future. Children play and build using plastic connecting bricks and play people and they are able to identify the different colours of the bricks. They take part in daily outings within the community. For example, they have the opportunity to explore at soft play centres and view animals at the farm. This supports their developing awareness of the diverse world in which they live as well as enhancing their physical skills. Children also have many opportunities to develop their creativity. For example, they bake, paint and make lovely marble paint pictures as well as clay pots in celebration of Diwali. These activities enable children to develop their understanding of weight and volume as well as supporting their small muscle skills.

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

The childminder demonstrates a good understanding of managing children's behaviour in a positive manner. She devises house rules in conjunction with the children and ensures that she consistently promotes them and therefore, children's behaviour is good. Children are encouraged to play alongside each other and develop good friendship bonds. Close and warm relationships are evident and children demonstrate that they feel secure in the childminders care. The childminder encourages and enables children to carry out tasks for themselves. For example, they are able to collect their own coats as the childminder has installed low-level, clearly labelled coat pegs. The childminder encourages children's independence and enables them to follow instructions, which supports children as they prepare for transitions to pre-school or school.

The childminder provides all meals, snacks and drinks for the children and she is happy to cater for all dietary requirements. She makes her menus available to parents and children to enable them to make choices. Children receive a healthy, well-balanced diet which enables them to develop a good understanding of foods that are healthy. They also access drinks at any time enabling them to address their own health needs. Each child has their own towel and flannel to help to prevent the spread of infection.

The childminder provides children with an environment which is safe. She promotes this by undertaking thorough written risk assessments of outings as well as for the home. A fire evacuation plan is in place and children practice evacuations on a regular basis. As a result, they learn how to act appropriately if required in the future. The home environment is organised well to enable children to follow their own play interests. Children are able to take risks in safe surroundings. For example, they make use equipment at local play parks and also within the garden, which supports their physical development. Children play with

and easily access a very good range of resources and toys that are of high quality. The childminder uses resources well to promote children all-round development. She labels boxes to enable children to select their preferred resources, which promotes their ability to make independent choices.

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

The childminder demonstrates that she has a good knowledge and understanding of child protection issues and her role in safeguarding the children in her care. She has attended a training course, has appropriate guidance to follow and up-to-date legislation at hand, should there be any concerns regarding any child's well-being. She has a written policy regarding safeguarding which includes processes to be followed in the event of an allegation being made regarding a household member. This supports her in keeping the children in her care safe and demonstrates her understanding of the framework.

The childminder has attended the required training courses in support of her role and also has previous talents and experience that she brings to her childminding. For example, she has used creative therapy to enable interaction and participation. The childminder has been continually identifying areas where she could make improvements. For instance, she has compiled a comprehensive portfolio of policies and procedures and has organised her observation, assessment and planning system. Therefore, she is able to demonstrate a good capacity towards driving and maintaining continuous improvement. She also shows a full understanding of her responsibility in meeting the learning and development requirements. As a result, she plans and provides a good range of experiences and helps children to make good progress.

The childminder endeavours to develop lines of communication with other early years settings and gains written permissions from parents to do so. She adopts a partnership approach and strives to share information about the children to enhance their development. Initially the childminder provides them with her policies and procedures which support her in her work. She gathers written consents and vital information to ensure that she can provide appropriate care for the family. The childminder communicates verbally with the parents on a daily basis and also uses a daily diary. Therefore, her effective communication helps to promote consistency of care and learning for the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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.
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	EY445416
Local authority	Surrey
Inspection number	805280

<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>	4
<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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