

<b>Inspection date</b>	13/03/2013
Previous inspection date	09/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder has a kind, caring manner and has established good relationships with children, helping them feel safe and secure.
- The childminder takes her responsibility to keep children safe seriously and she implements positive measures to promote this.
- Children's understanding of the world is enhanced by some first-hand opportunities to learn about nature and living creatures.
- Children have a positive understanding of how to keep themselves safe as they follow clear and consistent routines.

#### **It is not yet good because**

- The childminder has not developed a targeted plan to help promote children's future learning in instances where there are emerging concerns, especially in communication and language.
- The childminder does not always encourage children to be independent and do things for themselves, especially during mealtimes.
- The childminder has not fully developed her self-evaluation tools to help her identify and plan for all areas of improvement.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the childminder's interaction with children inside the home and on the walk back from pre-school.
- The inspector had discussions with the childminder at appropriate times during the inspection.
- The inspector viewed available documentation relating to childminding activities, children's learning journals and the childminder's training certificates.
- The inspector took account of the views expressed by parents in feedback questionnaires.

## Inspector

Debbie Newbury

## Full Report

### Information about the setting

The childminder was registered in 2000. She lives with her husband and two children who are young adults in Knaphill in Surrey. The property is situated within easy reach of local shops, schools, pre-schools and a park. Childminding takes place on the ground floor of the home. There is a fully enclosed garden available for outside play. The family has three cats and keeps chickens in an enclosure in the garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age range on a part-time basis and three older children. The childminder walks to local schools and pre-schools to take and collect children. Children visit local parks.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop a targeted plan to support children's future learning and development involving other professionals as appropriate, where there are any emerging concerns, especially in communication and language.

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

- further develop opportunities for children to be independent and do things for themselves in everyday routines, for example, mealtimes
- further develop use of self-evaluation to identify all priorities for improvement, and plan for how make more targeted changes to practice.

## Inspection judgements

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

Overall children make suitable progress in the childminder's care. Children only attend for a short time and have a sleep as part of their normal routine. The childminder encourages children to follow their own interests. She provides a satisfactory range of play materials and sets out a selection of these so children can help themselves. This enables them to make their own decisions about what they do. Children enjoy a range of activities that cover different areas of learning. They visit the park or, if they are at home, watch

television for a short time and then play with the toys available or take part in art and craft activities. They have planted daffodils and on some occasions, help collect eggs from the childminder's chickens. These experiences enable them to learn about nature and living creatures, which promote their understanding of the world. The childminder chats to children about their morning at pre-school and shows interest in how they spend their time there. This encourages children to engage in conversation and promotes social interaction. However, the childminder does not always use open questions with many possible answers. This means that the childminder does not fully promote children's spoken language development. Children display awareness of the link between numbers and quantity as they correctly answer the childminder's questions about how many sausages they have.

The childminder has, begun to make regular observations of children and this has helped her identify some next steps in their learning. She has also completed the two year progress check and shares this and other learning records with parents. The childminder has established some links with staff from other early years settings that children attend. However, she has not developed these links to work with other professionals where children require extra support with their speech and language. As a result, the childminder is not able to fully support children's ongoing communication and language development.

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

The childminder has looked after the children in her care for some time and they have a good relationship with her. Children demonstrate that they are happy and secure, for example, they willingly go to bed after lunch and very quickly settle to sleep. The childminder talks to children about her expectations of their behaviour and displays a poster that lists her house rules. She promotes children's self-esteem through praise, positive language and giving them hugs. The childminder displays children's artwork which adds to their sense of belonging.

The childminder helps children understand about the need for good personal hygiene as she talks to them about germs. She encourages some aspects of children's independence such as taking off their shoes and coats and washing their hands. However, the childminder does not encourage children to dry their hands independently, manage their lunch boxes or serve themselves at mealtimes. They are not fully developing useful skills for when they move on to school. The childminder walks with children to and from pre-school and school. She regularly takes them to the park so they can be physically active as children very rarely use the childminder's garden. Parents provide food for the children currently in the childminder's care. She makes sure this is stored appropriately so it poses no health risk.

Children regularly take part in practice fire drills to help them understand how they should evacuate the home in an emergency. The childminder makes sure that children always walk on the inside of the pavement and she talks to them about potential dangers on walks. This helps children gain awareness of how to keep themselves safe.

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

Overall the childminder has a satisfactory awareness of the requirements of the Early Years Foundation Stage. She understands her responsibility to keep children safe. She takes positive steps to promote this by supervising children carefully. This means children are cared for in a safe and secure environment. The childminder has updated her knowledge of safeguarding by attending a refresher course. She confidently understands the action she must take if she has any concerns about a child's welfare. The childminder has also renewed her first aid certificate so that she can treat children appropriately if they are injured. The childminder provides a generally suitable range of activities to promote children's learning and development. She observes and assesses children and plans broadly for their individual needs. They make suitable progress.

The childminder states that she is happy to develop the service she provides. However, she has not fully considered how self-evaluation and reflection can help her to identify all weaknesses and plan for improvement. She does not fully enhance existing outcomes for children. The childminder is willing to attend specific training courses to help her meet the precise needs of individual children. This demonstrates that she has a positive attitude towards developing her practice.

The childminder maintains all required documentation appropriately. She has put together information about her childminding service which she shares with parents. This includes brief policy statements about some aspects of the provision. The childminder and parents have an informal daily exchange of information about children's activities. Parents indicate in feedback questionnaires that they feel well informed and are happy with the care the childminder provides. One comments that they are pleased she provides regular opportunities for outdoor play and states 'my children feel safe and comfortable with you and look forward to the days you pick them up.' This demonstrates that the partnerships with parents have a positive effect on the children the childminder cares for.

### **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 action. 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>	120665
<b>Local authority</b>	Surrey
<b>Inspection number</b>	813604
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2011
<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, which are usually the childminder's 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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