

## Inspection date

Previous inspection date

20/03/2013

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 are warmly welcomed by the childminder who fosters their personal, social and emotional development well.
- Children benefit from a variety of experiences to help them make good progress in their learning and development.
- The childminder encourages young children to be independent learners as they can help themselves to toys and resources to initiate their own play.
- The childminder develops strong working relationships with the parents to help support and extend children's care, learning and overall development.

### It is not yet outstanding because

- There are not enough regular opportunities for children to explore nature in outdoor play.

## 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 children participating in activities and interacting with the childminder.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled documentation relating to safeguarding, risk assessment and children's learning profiles.
- The inspector took into account information and comments provided by parents.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Godstone, Surrey. The house is close to shops, parks, schools and public transport links. All areas of the home are used for childminding and the garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group. The childminder operates Monday to Friday, all year round, from 8am to 6pm. However, she will consider working outside these hours to meet parents' requirements. The childminder is happy to walk or drive to local schools to take and collect children. The childminder takes children to local groups, parks and out for walks in the local community.

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

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

- develop the outdoor area to fully encourage children's understanding of nature, such as growing plants.

### Inspection judgements

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

Children are making good progress in their learning. This is because the childminder has a secure understanding of the learning requirements of the Early Years Foundation Stage. The childminder completes observations of children's achievements, interests and developmental milestones to share with parents and to plan children's next stages of learning. Children's profiles are attractively illustrated with photographs and samples of their creative work. In addition, the childminder completes summary progress reports, which cover the prime areas of learning, to share with parents. This enables parents to be fully aware of their children's achievements. Parents comment that they very much enjoy reading about the good progress their children are making.

The childminder is skilful in providing a balance of adult-led and child-initiated play experiences that interest and excite children. She is calm and supportive in her approach and this has a positive impact on children's learning and development. She models language to support young children's communication skills and asks plenty of open ended questions to encourage their growing vocabulary. The childminder encourages children's early interest in books. They return to favourite books and enjoy snuggling up with the

childminder to hear stories that the childminder reads well. To extend children's interest further the childminder uses stories that rhyme to encourage repetition. As stories are read children happily go off to find familiar objects related to the story, such as their wellington boots to match the farmer's wellington boots. Therefore, children are able to become fully involved as they listen to the story. Children develop early mark making skills as the childminder plans activities to support drawing, painting and other messy play opportunities. Children enjoy taking their dolls for walks in the buggy outdoors, which positively encourages them to use their imagination.

The childminder develops children's independence by encouraging them to follow clear routines. For example, when the childminder talks to the children about a cooking activity they put on aprons and sit at the table. They then place flour and water into a bowl mixing it well and rolling the mixture into small dough balls. This demonstrates children's growing confidence in doing things for themselves and prepares them for the next stage in their learning.

Children enjoy making choices in where they want to play. For example, they put on coats and boots indicating to the childminder that they would like to play outside. They use equipment that supports their physical skills, such as trikes and cars. They play ball games that develop throwing and catching skills. They enjoy exploring the snow in winter or sitting eating snacks and watching the local wildlife. However, there are fewer opportunities for children to further develop an interest in nature and where their food comes from, such as growing and harvesting vegetables.

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

Children develop strong, secure, close relationships with the childminder. This enables them to be independent and develop the skills they need for future learning. Children receive good levels of interaction during play as the childminder talks to the children about what they are doing, responds to their questions and she gives them encouragement and lots of praise. This helps to promote children's confidence and self-esteem. Children's behaviour is good. The childminder provides consistent and very clear boundaries to promote children's positive behaviour. For example, children are encouraged to sit on the chair at the table and not to throw puzzle pieces if they become a little frustrated. This helps children understand right and wrong. Children are motivated and independent due to the good range of toys and resources the childminder makes available to them.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating, drinking, fresh air and physical exercise. Snacks and meals are healthy and nutritious and the childminder works closely with parents to ensure individual dietary requirements are met. Children are developing their self-help skills relative to their ages, for example, they are beginning to understand when they need to use the toilet and the importance of hygiene routines, such as hand washing.

Children attend local stay and play groups with the childminder, which helps to develop

their confidence and independence in situations away from the main care setting. By attending these various groups, children are able to mix with other children, develop relationships and enhance their social skills. This helps to prepare them for the next stage in the learning, such as moving to other settings and school. Children enjoy the many trips around the local community, such as to a local farm and walks to the common where they feed the ducks. Children put on waterproofs so that they can splash in puddles and they count how many puddles they can find.

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework. She refers to current documentation to help her pinpoint children's developmental stages. This supports her in identifying any emerging gaps in children's learning and respond to them as appropriate. The childminder is aware of the need to provide parents with a clear picture of their children's development by completing the Early Years Foundation Stage progress check for children aged two years. The childminder evaluates her provision and accurately identifies her strengths and areas for development. She has attended a number of courses and is currently studying a National Vocational Qualification at level three in childcare and education. This demonstrates her commitment to professional development.

The childminder is fully aware of, and meets, her responsibilities regarding the safeguarding and welfare requirements. She has a secure understanding of how to implement her child protection procedure in the event of any child welfare concerns. The childminder has a good understanding of how to promote children's well-being as she has completed paediatric first aid and safeguarding training. Accurate records and procedures are in place to record accidents, incidents and the administration of medication. This helps keep children safe in her care. The childminder works hard to make sure her home and garden are safe and clean for children each morning. She has a risk assessment checklist, which she completes to ensure hazards are minimised.

The childminder demonstrates an ability to provide a strong, collaborative approach to working with parents. She builds good relationships with them through her clear lines of communication and her open, friendly nature. She shares information, about children's care routines and activities they complete, on a daily basis. In addition, parents receive information on all policies and procedures so they are aware of the service on offer. Parents' feedback indicates that they are very happy with the care and education their children receive.

### **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>	EY451173
<b>Local authority</b>	Surrey
<b>Inspection number</b>	883425
<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>	1
<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, 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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