

**Inspection date**

20/03/2013

Previous inspection date

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 provides a caring, loving and reassuring environment enabling children to feel safe and secure.
- Children thoroughly enjoy their time with the childminder because they take part in a wide range of activities to develop their skills and growing curiosity.
- The childminder uses self-evaluation effectively, reflecting on what is working well and identifying how she wishes to develop her provision in the future.
- The childminder builds good relationships with parents. They are kept well informed about their children's progress and are actively encouraged to share information and support and extend children's learning at home.

**It is not yet outstanding because**

- children's learning indoors is not always extended outdoors, for example, learning about nature and practising mark making for a purpose.

## 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 activities and interaction between the childminder and the children during playtime in the garden, in the playroom and at the kitchen table at snack time and observing activity.
- The inspector took account of the parents views obtained through the parents' references.
- The inspector spoke to the children and childminder at appropriate times during the inspection.
- The inspector looked at the childminder's paperwork, which included children's records, policies and procedures.

## Inspector

Teresa Elkington

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two young children in a residential area of Reigate in Surrey. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children in the early years age group. She also offers care to school aged children. The childminder walks to local schools to take and collect children. She attends the local childminder's group.

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

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

- develop children's play in the garden to support their learning indoors, for example, by providing bubbles, chimes and streamers for children to discover the effects of the wind and mark making tools for children to make records during role play and when investigating outdoors.

## Inspection judgements

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

Children make good progress in all areas of learning. The childminder knows how to promote children's individual skills and learning styles, so that children reach their full potential. She spends time getting to know the children and their families well. She gathers and records detailed information from parents about children's achievements. The childminder uses this information effectively to plan for children's play and learning experiences as they settle into her care. The childminder effectively monitors and assesses children's development. She clearly identifies individual needs and preferences, progress made and how she intends to support children to move on in their learning. The childminder has clear systems to support her to carry out the progress check for two year olds. She shares the progress check with parents and they work together to plan for children's next steps in their learning and development. This partnership working enables parents to be fully involved in their child's learning and supports children as they make the move to pre-school or school.

Children develop good communication and language skills. The childminder talks purposefully to the children and she introduces new vocabulary as part of this good quality interaction. For example, the childminder introduces new words, such as 'melt' as children explore the changing texture of the jelly during their messy play activity. Children play

with a range of natural resources, in treasure baskets, indoors. However, the children's understanding about nature is not always encouraged in the garden. For example, by providing materials such as chimes, streamers, windmills and bubbles to foster children's interest in how things move in the wind.

All children have many opportunities to develop their creativeness. They thoroughly enjoy using a range of musical instruments and they play and sing along to the music and songs that they hear. Children use a range of resources, such as dough, small tools, paint and glue to develop their small muscle skills and to express their ideas. Children have access to a wide range of books, which they enjoy in the cosy and inviting book area. The childminder uses story sacks to make stories come to life for the children. Children use a range of mark making materials during indoor play. However, these are not used outdoors to reinforce the children's writing skills and to encourage them to write for a purpose. Children enjoy cooking activities, enabling them to gain an understanding of volume and measure and they observe the changes as they mix ingredients together.

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

The childminder creates a welcoming and stimulating environment. Children are happy, have fun and demonstrate that they feel safe and secure. The childminder carries out written risk assessments in the home and on outings, which supports children's safety. The childminder encourages children to develop their self-confidence and to explore. For example, they access resources freely, developing their decision-making skills and freedom of choice from an early age. The childminder supports children's emotional development well. Children enjoy seeing and talking about the wall displays of photographs of themselves with the special people in their lives. For example, photographs of their parents help them to make connections and feel emotionally secure. Children are encouraged to think about and show consideration for others. They show concern for children younger than themselves. They share resources and take turns with little or no encouragement from the childminder.

Children develop a good awareness of what constitutes a healthy lifestyle and why it is important. They have good opportunities to enjoy exercise, develop their physical skills and play in the fresh air. They play in the enclosed garden, visit parks and walk to school daily. Children show a developing understanding of how to keep themselves safe during their physical activities. For example, they wear their helmets when riding bikes and scooters.

The childminder plans a weekly menu, which contains a healthy and balanced diet that is suited to each child's individual dietary requirements. Therefore, children develop an understanding of what foods are good for them. Mealtimes are a sociable and enjoyable occasion, helping children to develop good eating habits and routines. The childminder fully discusses feeding patterns with parents so that she can support children's individual needs. The childminder values diversity and positively promotes children's awareness of their own and other cultures and languages. For example, the childminder speaks to children in their home languages and uses labels around the home. This enables children

to hear a range of languages and recognise the skill needed to speak more than one language.

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

The childminder has a clear understanding of her role as a childminder and the requirements of the Early Years Foundation Stage. Since registration, she has completed a comprehensive written self-evaluation, which she uses successfully to develop and improve the service she provides. For example, she introduced story sacks and children take home 'Travelling Ted' to support their continued learning at home through good partnerships with parents. The childminder is dedicated and enthusiastic about her own professional development. She has completed a range of short courses, the most recent being 'Boys and their achievements', which has developed her awareness of how boys play and learn. The childminder has a secure knowledge and understanding of how to safeguard children and her role and responsibilities. She knows how to protect children in her care and act in their best interests if there are any causes for concern.

The childminder develops positive working partnerships with parents. She provides parents with a comprehensive parents' pack, which details the policies and procedures of her setting. She asks parents to complete contract and information records and consent forms. This enables the childminder to gain vital information about children's individual needs and requirements. The childminder keeps parents well informed through ongoing discussions, children's daily contact sheets and emails, in support of a shared approach to learning and care. Parents comment that the childminder provides a wide range of activities that are fun and include plenty of outdoor exercise. They also state that the childminder treats every child equally and gives each one the care and attention she gives her own children.

### **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>	EY418201
<b>Local authority</b>	Surrey
<b>Inspection number</b>	725530
<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>	5
<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.



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