

<b>Inspection date</b>	21/05/2013
Previous inspection date	04/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 has good professional knowledge of how children learn and develop and this helps her to support good progress for all children.
- Children are happy and access a good range of interesting activities that help them to have fun and to enjoy playing and learning.
- Children enjoy listening to a range of songs and stories and this supports good development of their communication and language skills.
- The childminder is a good role model and this contributes to the children's good behaviour and respect for each other.

### **It is not yet outstanding because**

- links between assessment and the provision to support children's next steps are not clear in planning documents
- Children sometimes have to rely on adults to get resources out for them and this does not support their ability to make choices and to develop independence.

## 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 children's play and the childminders' interaction, indoors and outside.
- The inspector talked with childminders at different times throughout the inspection.  
The inspector examined documentation including a representative sample of
- children's records, the childminder's Ofsted self-evaluation form, policies and procedures and health and safety logs.
- The inspector interacted with children throughout the inspection.

## Inspector

Elaine Joyce

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband, who works with her as a co-childminder and one school age child and an adult child in a residential area close to Goldsworth Park, Horsell, St John's and Woking, in Surrey. The whole ground floor of the childminders' house is used for childminding and there is a fully enclosed garden for outside play. A first floor bedroom is used for sleep only. The childminder walks and/or drives to local schools and pre-schools to take and collect children. She takes children to the local library and local parks. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll in the early years age group who attend at different times during the week. The family has a pet rabbit.

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

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

- strengthen opportunities for children to independently access resources to support their learning and development.
- links between assessment and the provision to support children's next steps are not clear in planning documents

## Inspection judgements

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

Children enjoy the many interesting opportunities to play and learn in this happy setting. The childminder has a secure understanding of how young children learn and good knowledge of the areas of learning within the Early Years Foundation Stage. This helps her to provide a broad range of interesting experiences that support children to develop new skills and positive attitudes to learning.

The childminder maintains good individual records of their progress, which together with a photographic record help the childminder to track progress over time. When the children first start with the childminder she establishes a clear picture of their prior learning and this helps her make suitably challenging provision. She uses her own observations and those made by her co-childminder as well as information from parents and other settings the children attend to do this. Good, accurate and ongoing observations of children as they play help her to assess what children can do and this helps her to set clear targets

for what they need to learn next. She does not always obviously link this information when planning future learning for children so occasionally learning opportunities are not sharply matched to individual children's needs to support their progress.

Children's communication and language development is promoted well. Children enjoy singing songs and familiar rhymes and join in with enthusiasm. They enjoy cosy story telling sessions on the sofa and the childminder skilfully poses thoughtful questions to check that the children have understood the story. She clarifies any misunderstandings gently so that children are confident to ask further questions. Mathematical development and language is supported well. This occurs when children make playdough cakes and put coloured sticks into it to pretend they are birthday candles. The childminder is careful to model the correct sequence and to support children who are still learning to count with accuracy. She revisits this counting during the singing session later and this helps to reinforce accurate counting. Children's physical skills develop well. There are regular opportunities to use wheeled toys and to run and play outside in the garden. They also visit local parks and nearby big open spaces where they can explore the natural environment and use the climbing apparatus. The childminder also supports children's physical skills through craft activities. Children use scissors, paints, glue and learn to carefully pick up a variety of decorative items such as feathers and sequins to express their creativity.

The childminder responds well to the children's spontaneous interests. She expertly supports and extends their play and learning when they play with a small puddle of water in the garden. She adds extra water and they use sticks to 'write' on the ground with the water. The childminder models writing the letters of their names and sounds out the letter sounds as she writes. The children join in and enjoy mark making with the sticks and work hard to form the letters of their names.

Children are confident to try new activities, they play well with one another and enjoy exploring the activities provided for them. They demonstrate skills that are typical for their age and have positive attitudes to learning. This prepares them well for the next steps in their learning.

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

Children have a positive and warm relationship with the childminder and her co-childminder and this helps them to feel safe and secure. They are happy to be comforted by the childminder when they have a bump and when it is nap time they settle quickly to rest because care is taken to continue home routines at the childminder's house. Children are familiar with the day-to-day routines and are eager to be 'helpers' at snack and meal times and give out drinks, cutlery and plates. This helps them develop a sense of responsibility.

The childminder and her co-childminder are very good role models for the children. They are cheerful and playful and have consistent expectations for the boundaries and behaviour they expect. Children copy this and behave well. Children are thoughtful and

caring towards each other and, when there is an occasional conflict, they listen well to the adults and learn to negotiate and to share. At lunchtime the children who have been at pre-school for the morning are warmly welcomed by the others and they all quickly settle into games together.

The childminder prioritises the safety of the children in all of the day-to-day routines. She gives regular, gentle reminders to children about taking care when playing. She thoughtfully describes how to carry a tub of toys safely and the children are very proud of their achievement when they manage to put the tub away safely. Children know they need to wash their hands before eating and learn to develop independence when doing this. They all attempt to put their shoes on independently before playing in the garden and are gently supported to do this. Children enjoy eating fresh fruit at snack time and at lunch learn to use cutlery well. Nappy changing routines are hygienic and comfortable for the children.

Children play in a friendly and welcoming home. They use the prepared activities and space confidently and independently. They have the use of a wide range of toys and equipment appropriate for their ages which they play with in three different rooms and in the garden. It is not always easy for the children to get the playthings out without adult help and this sometimes hinders opportunities for the children to follow their own interests and promote learning.

Comments from parents in letters and cards talk about the good care their children have received and they willingly send testimonials about the good experience they and their children have had at this setting. The childminder has developed good links with local pre-schools and schools and this contributes to preparing and supporting children well when they move to other settings or to school.

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

The childminder has developed strong partnerships with parents and this helps her to meet the individual needs of the children well. She has a detailed understanding of the curriculum and a strong appreciation of how children learn and develop and consequently she is able to support children to make good progress. She uses good strategies and systems for observing, assessing and recording children's progress and this information is shared regularly with parents. She also uses this information to monitor the provision she makes for children across all the areas of learning. As a result children can access a broad variety of interesting experiences to help them learn and develop.

The childminder and her co-childminder clearly put the safety and welfare of children as a top priority. All the requirements and documents for safeguarding procedures are in place, established and used. The childminder is fully aware of the systems that help to keep children safe and she and her co-childminder keep thorough records of all their regular health and safety checks. Good day-to-day routines are in place and consistently applied and this helps to keep children safe.

The childminder and her co-childminder have participated in a wide range of professional development including the development of observation and assessment skills. She has incorporated some new approaches to observing children into her practice. This has a positive impact on the information she uses to assess children and to help children move forward in their learning. The self-evaluation that has been done is detailed and thoughtful. She is accurate in her evaluations of the strengths and weaknesses of her provision and clearly describes her plans for the future. She has recently developed a new questionnaire for families to complete to incorporate into the evaluations she makes to help her drive improvement in the quality of the provision.

Good partnerships with local pre-schools and primary schools support the childminder to know what the children are experiencing elsewhere and she uses this information in her planning to provide continuity. She is flexible in the organisation of the care she offers and this helps children to make good transitions between settings. Parents value and appreciate the attention and opportunities their children have while in the care of the childminder and her co-childminder.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY377805
<b>Local authority</b>	Surrey
<b>Inspection number</b>	838187
<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>	10
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/11/2008
<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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