

## Inspection date

Previous inspection date

11/06/2013

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 thoroughly enjoy their time at the childminder and are engrossed in the many varied activities. They make good progress in all areas of their development.
- The childminder works exceptionally closely with parents and other providers to give children consistent and coherent care.
- The childminder plans exciting activities based firmly around children's interests, which motivates them to participate eagerly.
- The childminder is highly motivated and strives to continuously improve her already good service to ensure she maintains her high standards, for the children's benefit.

### It is not yet outstanding because

- There are very few examples of words, for example posters, books and signs, in the garden to support children's early reading skills.

## 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 discussed with the childminder various aspects of children's care and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed children at play.
- The inspector sampled parents' views through feedback questionnaires.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Knaphill, near Woking, Surrey. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The downstairs of the childminder's house is primarily used for childminding and there is a fully enclosed garden for outdoor play. The childminder takes children to other child-based activities within the community. There are currently two children on roll and both are in the early years age range and attend on a part-time basis.

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

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

- improve the range of printed matter outdoors to further encourage children's interest and their early reading skills.

### Inspection judgements

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

The childminder's home is extremely welcoming and very well organised so that children play and rest in comfort. Children settle well, are confident and thrive in the childminder's care. They learn and develop at a very good rate due to the childminder's calm, flexible and professional approach. The childminder plans exciting activities that follow children's interests to extend their learning. She makes the most out of any learning opportunity that presents itself. For example, collecting natural resources in the woods for children to create a collage and to sort and match. The childminder also places these objects in a basket for younger children to use their senses to explore. As a result, children are very inquisitive, eager to explore the environment around them and use their experiences to initiate play.

The childminder follows children's lead well to support their interests and learning. She shares children's excitement and pleasure as they play imaginatively. Children explore texture, for example, when they are gluing and painting. They have fun as they experiment with foam. The childminder encourages children to 'squeeze and squidge it' and children scream in delight. The childminder speaks to children constantly about what they are doing to encourage their communication skills. She repeats what younger children say back to them or gently corrects their pronunciation by modelling words or phrases to help them build their confidence. The childminder helps children learn about letters and numbers during play activities, for example, as they look at a wall chart

together. Children use equipment such as paint, pens, pencils and chalks to develop their early writing skills. However, there are very few examples of words outdoors, to encourage children's understanding that print has meaning and can be used in a variety of situations. Children gain awareness of the local community as they go for walks and have fun stomping in the woods. They also visit the park and enjoy the physical challenge of the large apparatus in a children's gym club. These outings successfully promote the children's understanding of the world and their physical development.

The childminder develops children's thinking exceptionally well by asking them open questions. This helps children develop the skills and confidence to respond appropriately. Children are prepared extremely well for pre-school and school. The childminder is committed to building positive relationships with parents. Parents are informed about their children's progress through a detailed daily diary, development records and discussions at the start and end of the day. This gives parents the knowledge to continue their children's learning at home.

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

Children are very well settled and secure in the childminder's care. She builds warm and affectionate relationships and is continually alongside children to support them as they play. Children develop good self-esteem and form secure emotional attachments to the childminder. She effectively promotes children's well-being and independence as she allows children time to investigate on their own, but knows when to offer help to support them. The childminder gives a high priority to the safety of children. She carries out effective risk assessments to minimise any hazards to help to ensure children can explore safely. The emergency procedures are practised and recorded. The childminder promotes children's understanding of risk during the day. For example, children are encouraged to tidy up toys so that they don't trip over them and to sit properly at snack time.

The childminder's calm and positive manner sets an excellent example to the children. As a result, children are thoughtful, showing empathy and understanding of each other. Children learn to negotiate and cooperate with each other well. Children thrive on the praise and encouragement they receive and they communicate their needs effectively because they are given the time and space to consolidate their thoughts and ideas.

The childminder promotes children's good health effectively. Good standards of hygiene in the home help to keep children well and they are learning how to manage their personal hygiene. For example, young children are encouraged to wash their hands before they have a snack and after a sticking activity. The childminder provides healthy snacks and encourages children to sit together for their meals at the table, making it a social occasion. The childminder forms effective partnerships with parents and makes sure they are fully informed and included in their children's care and learning. She gathers extensive information about the children's background so that she can follow home routines and provide consistent care.

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

The childminder demonstrates a strong drive to build on her success. Her policies and procedures are detailed and underpin the good service she offers. The childminder has a good understanding of how to deal with any child protection concerns. She keeps all required records to help keep children safe, protected and supported. The childminder liaises with her local childminding network coordinator to build on her already good practice.

The childminder displays useful information for the parents to see. Parents are extremely happy with the childminding service and the progress their children are making. They receive regular information about their children's day and have regular opportunities to feedback their thoughts and views. Parents comment, on how 'She 'has established a fantastic routine that caters for all of the children's needs' and 'My children have settled brilliantly into the stable, nurturing environment she is providing'.

The childminder demonstrates a very good awareness of how children learn at different rates and skilfully adjusts how she works with children of different ages. The childminder carefully monitors each child's progress. She checks that she is providing for each area of learning and identifies gaps or areas where children may need extra help. As a result, all children are challenged, enjoy learning through play and are motivated and interested. They gain the skills and attitudes to help them succeed when they eventually move from the childminder's care. The childminder has a secure understanding of the requirement to carry out a progress check on children between the ages of two and three years. The childminder monitors children's progress very carefully and children make good progress as a result.

The childminder takes a highly critical approach to improving her service. She evaluates her practice using feedback from parents and children and this gives her a very good awareness of the quality of her service. She demonstrates motivation and enthusiasm towards maintaining the highest standards for all the children. She attends training and sets clear priorities for ongoing improvements.

### **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>	EY455556
<b>Local authority</b>	Surrey
<b>Inspection number</b>	896340
<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>	2
<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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