

## Inspection date

Previous inspection date

10/06/2013

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

- The childminder provides a warm and welcoming environment for children. As a result, they are happy and settled, enjoy what they are doing and regularly initiate conversations.
- Children's behaviour is good as the childminder provides clear, consistent messages about behavioural expectations.
- The childminder develops strong working relationships with parents to help support and extend children's learning and development.
- The childminder is highly motivated and strives to continuously improve her already good service to ensure she maintains high standards for the children's benefit.

### It is not yet outstanding because

- The childminder does not provide a wide range of resources outdoors to support children's early reading skills further.

## 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 her understanding of how children learn and develop.
- The inspector sampled the childminder's paperwork, including information about children's progress.
- The inspector observed children's play and interactions with the childminder.
- The inspector spoke with the childminder and children.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and young son in West Clandon, Surrey. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The ground floor, the living room and a bedroom are used for minding. There is access to an enclosed garden at the rear. The family has a pet cat. The childminder takes children to other child-based activities within the community. There are currently seven children on roll, of whom five are in the early years age range and attend on a part-time basis. The childminder holds a foundation degree in childcare.

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

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

- provide a wider range of early reading resources in the outdoor environment to support children's literacy skills further .

## Inspection judgements

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

The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. The learning environment is well organised to enable children to follow their own interests independently. The setting is warm, friendly and child focused. Children are learning how to keep themselves safe as the childminder reminds them how to safely use the play equipment both indoors and outside.

The childminder interacts well with children offering lots of praise and encouragement for their efforts. Children are eager and motivated to learn. They enjoy exploring the 'cause and effect' toys and resources set out for them. They investigate buttons, flaps and simple mechanisms, as well as real life play props, such as a toy lawn mower, which they use to cut the grass. The childminder places strong emphasis on outdoor play, encouraging children to play out of doors as they wish. Children develop their physical skills effectively through vigorous play on equipment, including slides, and they learn to throw and kick balls.

The childminder engages well in children's play, encouraging their skills and extending their learning opportunities. For example, when children play a shop game, the childminder asks if they know what they want to buy and helps them with the money. Children investigate technology, persevering until they can operate programmes for

themselves. They use equipment, such as paint, pens, pencils and chalks to develop their early writing skills. The childminder reads stories enthusiastically to children, inviting them to contribute, listening to their questions and prompting lots of discussions. Such activities support children's communication and language skills well. However, the childminder does not provide a wide range of resources outdoors to promote early reading skills. Although children make good progress, this prevents those who prefer to learn outdoors from reaching their fullest potential when outside.

The childminder gathers useful information about children's interests and starting points from parents at the start of the childminding arrangements. These systems help children to settle and involve parents in their children's development and learning. The childminder has a secure understanding about the requirements to carry out a progress check on children between the ages of two and three years. She observes children closely to keep a photographic record with detailed, explanatory notes. Children's individual folders provide a useful record of their progress and contain examples of the wide range of activities that they have enjoyed. The childminder is energetic in her approach and children respond enthusiastically. Consequently, children become active learners with an open attitude to new learning experiences. They are making good progress in preparation for their next steps in learning.

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

The childminder develops secure attachments with all the children, helping them to feel safe and valued in her care. They look forward to spending time with the childminder, arriving happy and eager to enjoy their day with her. They quickly settle and become confident in their daily routines. Good relationships are in place with the childminder's own children and all children include each other in their play, sharing resources. Children can be very independent as they have easy access to a good range of age appropriate toys and equipment. These include a variety of resources that positively reflect our diverse world. These resources help children to quickly gain an understanding of how people and families differ. Children concentrate for very long times on their chosen activities, initiating play with favourite resources.

Children develop a good understanding of adopting a healthy lifestyle. They go on frequent outings in the local community with the childminder. This helps them to develop the confidence they need when they are ready to transfer to new settings and school. The childminder fully encourages children to eat a healthy diet, including fresh fruit and vegetables. Children freely access their drinks at all times, enabling them to respond to their own needs. Children gain a good understanding of how to keep themselves safe. They learn to take small risks, including negotiating wheeled toys at speed around the garden. Children make a positive contribution and feel safe. This is because the childminder has developed caring relationships with them.

The childminder is calm and consistent in her approach to managing children's behaviour. As a result, children behave well and respond positively to the childminder's relaxed, supportive manner. She encourages them to tidy away the toys after use so they learn

how to care for their environment and resources. The childminder is very supportive of children's independence as she knows that this gives them the skills they need when they make the move to pre-school and school.

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

The childminder is very conscious of her duty to protect children in her care at all times and she is aware of the procedures to follow if she has any safeguarding concerns. She gives high priority to providing a safe environment for children, through robust risk assessments, constant monitoring and close supervision of children. The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She uses her observations of the children's play well to consider the next activities for their individual stages of development.

Strong, trusting relationships are in place between the childminder and parents. Clear procedures enable the childminder to find out about children's needs before they start. The childminder keeps parents well informed about their children's time with her and their progress, for example, through sharing children's learning journeys and their daily diaries. Systems to enable parents to contribute to the assessment of their children's progress are effective in helping the childminder develop their learning. The childminder also liaises with other early years professionals who offer support to build on her already good practice.

The childminder engages in effective self-evaluation to identify her strengths and areas for development. She values feedback gained from conversation with parents and children's preferences. She is proactive in seeking advice from her childminding mentor and shares views with other childminders. The childminder has a clear vision for how she wants to develop her childminding practice in the future. She is planning to access further training and join a childminding network group.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY454362
<b>Local authority</b>	Surrey
<b>Inspection number</b>	895926
<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>	7
<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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Piccadilly Gate  
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M1 2WD

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