

## Inspection date

Previous inspection date

28/06/2013

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 wide range of interesting activities to promote children's learning.
- The childminder interacts positively with the children at all times and encourages their personal, social and emotional development effectively.
- The childminder works closely with parents when children first attend to build an accurate picture of children's development and individual needs.
- Children are able to independently choose their own resources from a range of low level boxes and cupboards.

### It is not yet outstanding because

- The childminder does not share information about the children's activities with other early years settings that they also attend.
- The childminder does not share her assessments of children's progress with parents to help them to develop children's learning at home.

## 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 indoors.
- The inspector had discussions with the childminder and spoke with the children.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Woking, Surrey. The home is close to the town centre, parks, schools and public transport links. The whole of the house is used for childminding and there is a secure outside area for play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, two of whom are in the early years age range. The childminder is able to collect children from the local schools and nurseries. She makes use of community facilities such as parks and libraries. The family has two gerbils as pets.

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

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

- strengthen continuity in children's care and learning by sharing learning priorities with other early years provisions that children also attend
- share assessments of children's progress with parents to help them to support children's learning at home.

### Inspection judgements

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

The childminder works closely with parents when children first attend to build an accurate picture of children's development and individual needs. She collects information regarding children's starting points, family history and care routines. This actively supports the settling in process. The childminder completes observations of the children and uses these to plan the next steps in children's learning and development. The observations and assessments of children's progress are used to promote all areas of learning. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and provides effective levels of support to ensure children have many opportunities to make progress in their learning and development. However, the childminder does not share her assessments of children's progress with the parents. Therefore parents are not effectively encouraged to continue their child's learning at home.

The childminder interacts positively with the children at all times and encourages their

personal, social and emotional development effectively. She engages in playful interactions and encourages young children to respond to or mimic her commentary. The childminder takes children to toddler sessions and on various outings to places of interest in the local area, where they learn about their own community and socialise with other children. Young children enjoy making marks with a variety of media. For example, they enjoy using crayons and paints as well as using corn flour or yogurt. This helps children to develop their early writing skills, while they explore a range of textures.

Children enjoy joining in with familiar rhymes and songs, which helps to develop their early literacy skills. Books are readily available to encourage children to choose from them independently. The childminder provides plenty of space for children to move around freely. Children access toys easily and confidently help themselves. Children learn about numbers, colours and shapes as they thread buttons onto a piece of cord. They learn about the natural world through helping to tend the vegetable garden and watching caterpillars change into butterflies. The childminder is aware of the progress check for children at age two and collects information to enable these to be completed as required.

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

The childminder provides a warm, welcoming and friendly environment for all children. Good settling-in procedures allow her to get to know the child and support the child in becoming familiar with the childminder. She encourages children's independence so they can take a role in routines and play activities. For example, children are encouraged to help tidy away toys. Her use of praise and encouragement enables children to develop good levels of self-esteem. They are also encouraged to use good manners, with prompts of 'please' and 'thank you'. The childminder follows consistent routines to help children develop a sense of belonging and to promote continuity of care. As a result, children are gaining a sense of security.

Children build close attachments and bonds with the childminder and are supported appropriately to develop, learn and be ready for the next steps in their learning. This means they are well prepared for their eventual move into full-time education. Children are able to independently choose their own resources from a range of low level boxes and cupboards. Resources are good quality and promote children's learning effectively. Children benefit from the childminder's good support to learn about how to keep themselves and others safe. The childminder has procedures in place for fire drills and her risk assessments cover all hazards. For example, children know how to use the steps safely in the garden.

The childminder recognises the benefits for children of having fresh air and access to natural environments with plenty of space for play and exercise. As a result, she ensures that children have daily access to outdoors. This means their physical development is promoted well as children are able to walk and run freely. The childminder fosters children's social development through discussion and encouraging children to share and take turns. Children are provided with a healthy diet and are encouraged to have good regard for their personal hygiene. For example, the childminder reminds children to cover

their mouth when they cough. The childminder provides a range of healthy meals and snacks. She encourages children to learn about healthy foods as they help grow vegetables in the garden.

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

The childminder successfully meets both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. She has a very good understanding of her role in protecting children. She has completed training relating to safeguarding issues and is well informed of the procedures to take should she be concerned about a child in her care. Children's safety in the home and on outings is given high priority. The childminder checks her premises daily to ensure they are safe and secure and she risk assesses all outings to ensure children are safe. Well written, informative policies are in place and documentation is organised to help underpin children's welfare and safety. This helps to ensure children are kept safe and protected from harm.

The childminder monitors the activities she offers to children to ensure she is covering all areas of learning. She monitors her planning and assessment to ensure children are suitably challenged. As a result, children are making good progress in their learning. The childminder works hard to continually develop her skills and knowledge. She is soon to start a level 3 qualification in childcare and is keen to attend other training as the opportunities arise. The childminder talks with parents each day and provides a daily diary for young children. This sets out children's care needs, such as nappy changes, as well as the activities they have enjoyed. Parents speak very highly of the childminder and the service she provides, such as 'She is completely professional and follows policies and procedures diligently. Her lines of communication are excellent with both verbal and written feedback'. However, partnership working has not yet been extended to include other early years settings that the children also attend to promote consistency in children's learning.

### **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>	EY456893
<b>Local authority</b>	Surrey
<b>Inspection number</b>	900183
<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>	5
<b>Number of children on roll</b>	3
<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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