

<b>Inspection date</b>	10/10/2013
Previous inspection date	04/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children feel safe and secure with the childminder, who provides a warm and friendly environment. The childminder demonstrates a good understanding of each child's individual developmental stages .
- Children enjoy their time at the setting and are actively involved and interested, making good progress in their learning and development.
- Children develop a strong understanding of acceptable behaviour because the childminder is consistent in her approach and sets clear boundaries.
- The childminder develops strong working relationships with parents to help support and extend children's learning and development.

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

- The childminder does not make the most of the outside environment so that it is rich in print, where children can understand and learn about words.

## 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 the childminder playing with children.
- The inspector examined documents and the records of children's learning and development.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.

### Inspector

Nadia Mahabir

## Full Report

### Information about the setting

The childminder registered in 2007. She is one of two childminders and one assistant working together who provide childcare on domestic premises and childminding services in the Hersham area of Surrey. Members of the lead childminder's family live at these premises. The family has a dog and keeps chickens. Children have access to a large playroom and conservatory, with toilet and kitchen facilities on the ground floor, and sleeping in one of two bedrooms on the first floor. Children have daily opportunities for outdoor play within the garden and local parks. The childminder takes children to other child-based activities within the community. There are nine children currently on roll, all of whom are in the early years age range and attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds a relevant Early Years Qualification equivalent to level 3.

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

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

- develop the educational programme for literacy further by creating an outdoor environment which is rich in print where children can learn about words.

### Inspection judgements

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

The children are safe and happy in the childminder's care. They show a strong sense of belonging, as they follow the daily routines, such as independently taking off their coats and placing them on the low level coat pegs. The childminder demonstrates a secure understanding of how children learn by providing a well organised and stimulating setting. The children are able to move around freely and independently in the accessible environment. Children use a wide range of technological equipment including musical resources, which supports their developing understanding of how things work. Younger children enjoy finding out how things operate and what happens when they push buttons. The childminder introduces children to mathematical language and concepts during everyday activities and through children's play, for example as they listen to counting songs and rhymes.

Children's communication skills are encouraged well and the childminder speaks to children constantly about what they are doing. She repeats back to younger children what they have said or gently corrects their pronunciation by modelling words or phrases to

help them build their confidence. The childminder supports children in learning the names of letters of the alphabet, and numbers, during play activities. She helps children to extend these skills, which encourage children to think and solve problems. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. However, there are fewer resources in the outside area to support and further their understanding of words.

Children make good progress in the care of the childminder. She is extremely supportive of children's play and skilled at knowing how and when to intervene. This means children are able to attempt things for themselves, knowing the childminder is on hand if they need help. The childminder clearly demonstrates that she knows the children's developmental stages well. Her detailed observation, assessment and planning system is effective in ensuring that she covers all areas of learning, and includes planning for each child's next steps in learning. This enables children to make good progress. The childminder demonstrates a good knowledge of the requirements for the progress check for children aged two-years. She is committed to building positive relationships with parents and engaging them in the daily progress of their children. Parents are aware of their children's progress and learning needs through sharing developmental records, and discussions at the start and end of the day.

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

Children form strong relationships with the childminder, her family and other children. They are safe and secure in the clean and well organised environment, which is conducive to learning. All children are welcomed into the setting where they receive positive support by the childminder, and become confident in their daily routines. The childminder minimises hazards and enables children sufficient space to move about freely, exploring the environment safely. The environment is stimulating and engaging. 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. The enhancement of newly acquired skills, for example as younger children learn to walk, is supported well, as the childminder is on hand to offer encouragement, enabling children to gain confidence in their developing skill.

As part of promoting a healthy lifestyle, children visit toddler groups, children's centres, local parks and enjoy regular walks in the nearby woodland to pick items of interest and observe seasonal changes. This enables children to learn through first-hand experience and use the local environment to support and extend their knowledge and understanding. Children also have an extensive range of opportunities to develop physically in the childminder's large garden; they ride a variety of wheeled resources and play on the climbing frame.

Children develop positive friendships with others due to the active encouragement and support of the childminder. She is a positive role model and supports the children well to share, take turns, and be patient and considerate to the differing needs of those around

them. This helps children to show respect and kindness to others. The childminder offers a wide range of interesting activities to prepare children for the move to school. For example, children learn simple life skills such as putting on their own coats and managing their buttons independently. Children 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 effectiveness of the leadership and management of the early years provision**

The childminder has a very good understanding of her role in child protection, which fully promotes children's safety and well-being. She demonstrates a clear awareness of the procedure she should follow in the event of her having any concerns about a child in her care. The childminder shares all policies and procedures with parents and carers so that they are clear about her practice. She gives high priority to providing a safe environment for children, through robust risk assessments, constant monitoring and close, age-appropriate supervision of children to promote their safety.

The childminder demonstrates a strong commitment to securing continuous improvement, which has had a positive impact on children's learning. She has sought support and attended training, which has given her a thorough understanding of how children learn and develop. The childminder accurately identifies children's starting points and through detailed observations and assessments and the use of the Development Matters guidance identifies children's progress. She ensures her records for the progress check for children at age two-years concentrate on the three prime areas, detailing the young children's achievements. As a result, she is able to identify any potential gaps in children's learning and plan well to close these gaps.

Partnership with parents is very good and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. The childminder listens closely to what parents and children suggest and respond to their views. Parents report they are very happy with the service provided. Since her last inspection, the childminder has extended her knowledge and understanding of the Early Years Foundation Stage. She completes a self-evaluation process with her co-minder, which clearly identifies both their strengths and areas for development through monitoring and evaluating the service she provides.

### **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>	EY357610
<b>Local authority</b>	Surrey
<b>Inspection number</b>	815395
<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>	11
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/12/2008
<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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