

<b>Inspection date</b>	05/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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 builds warm, close relationships with children and this gives them a strong sense of security.
- Children's learning and development is enhanced in the childminder's care and in their own homes. This is as a result of good working partnerships between parents and the childminder.
- Children's communication skills are improving because the childminder constantly chats to them and skilfully questions them during their play.
- Children have many opportunities to enjoy activities outside of the home, for example, by attending a variety of groups as well as the local allotment to help dig and collect vegetables.

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

- The childminder does not fully explore children's understanding of how their body works, how they keep warm in cold weather and how exercise contributes to their good health.
- The system to track children's progress does not give a clear overview of their progress in all areas of learning, to share with parents and to assist the childminder in the future planning of activities.

## 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 engage in a range of activities with the children both inside and in the garden.
- The inspector looked at samples of the children's assessment records and planning documentation.
- The inspector had discussions with the childminder about safeguarding children and child protection issues.
- The inspector checked evidence of suitability and qualifications of the childminder.

## Inspector

Gillian cubitt

## Full report

### Information about the setting

The childminder registered in 2013. She works with another registered childminder from a house in Caterham in Surrey. The co-childminder lives at the premises with her husband and two school age children. The home is easy accessible and parking facilities are available outside. The downstairs of the home is the main area used for childminding purposes. Children use two bedrooms on the first floor for sleeping. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for one child in the Early Years age group. The childminder takes children to local parks and childcare groups in the area.

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

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

- develop the tracking system more effectively to see, at a glance, children's progress in all the areas of learning
  
- introduce activities that build upon children's awareness of how their body works and the importance of exercise to keep them fit and healthy.

### Inspection judgements

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

The childminder effectively promotes children's learning by providing various challenges for them in a stimulating play environment. Children learn independence as they make choices and the childminder joins in to extend their play. For example, children learn about the weather by looking outside and selecting pictures that match what they see. Children say it is windy and the childminder talks about the rustling leaves that fly around the garden. Children learn about the world of nature watching the wind move the trees and they go on outings to allotments to collect vegetables. The childminder introduces songs about the weather, which children enjoy and this helps to extend their communication skills with new words and expressions.

The childminder has high expectations for the children and introduces new words each day to help them build on their vocabulary. This is particularly helpful for children who speak English as an additional language. Planning is strongly focused on the children's individual interests and the childminder includes these in the daily programme of activities.

For example, children who show a passion for cars and tractors have opportunities to role-play with resources. Children also extend play to 'fixing things' using a work bench. The childminder also encourage children to enjoy books whilst relaxing because they are able to look at pictures with diggers and lorries. Children learn to count these as well as learn about colours, size and shapes. The childminder focuses well on the prime areas of learning and makes regular observations, although the current tracking system does not provide a clear overview of children's achievements.

Parents are fully included in their children's learning. When their children first start, parents complete an informative questionnaire about the children's abilities, which enables the childminder to plan suitable activities. She uses these as starting points from which she monitors children's progress. The childminder supplies children with their personally designed bag that they take home with their work. The childminder also includes many resources for parents to use with the children at home. For example, she supplies written instructions for making play dough as well as sending compact discs of nursery rhymes to sing with children and books to read. Parents enjoy this input from the childminder as it enables children's learning to continue when they finish their day and continue reading the same books later with parents.

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

Children are happy and settled in the childminder's care. They use their playroom to explore resources, knowing the childminder is close by to support them and join in with their play. Good systems for the children's settling-in period means that they feel secure and happy to leave their parents. For example, the childminder asks parents to complete the 'home from home' details of children's likes and dislikes. The childminder also discusses children's progress with other settings that they attend. This helps her to build a unique picture of the child, enabling the childminder to ease children's adaptation to changes when they move to other settings.

Children are beginning to learn about healthy lifestyles because the childminder provides nutritious meals and snacks. The childminder chats to children constantly with a running commentary with regard to routines. Consequently, children confidently speak about having clean hands before eating and they know they must wrap up warm before going outside in the cold winter months. The childminder understands the importance of physical exercise for children. However, she does not always use the outdoors effectively to enhance children's learning of the effect exercise has on their bodies, and how it keeps them healthy.

Children behave well in the childminder's care because she is kind and caring and supports children to understand rules and boundaries, which helps them to keep safe. For example, children learn expectations to keep the home tidy as she guides young children to put things away when they have finished playing with them. Children enjoy close, affectionate relationships with the childminder and go to her when they are feeling tired or insecure. The childminder uses praise and recognition for their efforts and children respond well to

her positive role modelling. Children are polite and have good manners.

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

The childminder reflects her sound knowledge of the Early Years Foundation Stage in her approach to planning, observations and assessments. She knows her children well and consequently is able to monitor their progress effectively overall. Children, therefore, are making good progress. All policies and procedures are in place, which the childminder implements throughout her good practice. Children's safety is a priority as the childminder and her co-childminder work together well to check the home environment to ensure they are safe and secure. The childminder encourages children to be active and explore whilst teaching them to be safe. For example, on outings she talks about crossing the road safely, which means children develop their understanding of how to be safe. Children take part in fire evacuations and detailed risk assessments minimise the risk to children, both inside and outside of the home. There are also secure systems to protect children. The childminder is thorough in checking the credentials of visitors and she knows what to do with regard to child protection when she has a concern about a child in her care.

The childminder enjoys being with children and her commitment to meeting their individual needs is evident in her enthusiasm to improve her practice. She has completed the required training and is seeking to develop her skills further through attendance of other childcare courses. She works closely with her co-childminder to improve the play environment.

The childminder works well in partnership with parents to support children's individual needs and discuss their progress. Parents have plenty of information, which is available on the notice board. The daily diary has positive comments from parents, showing that they are happy with the information the childminder provides. The childminder demonstrates how she shares information of the children with other childcare services. For example, she ensures she receives transfer records from other settings as well as sharing her records with others such as nursery school, when children are due to attend. This contributes to consistency in children's learning and development.

### **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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461923
<b>Local authority</b>	Surrey
<b>Inspection number</b>	918980
<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>	3
<b>Number of children on roll</b>	1
<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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