

<b>Inspection date</b>	14/01/2014
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**

- Children are happy and relaxed within the childminder's home because of the good relationships established between them.
- The childminder takes good care to manage potential risks around the home and on outings, in order to keep children safe.
- The childminder monitors children's development effectively from their starting points and plans a wide range of fun activities to encourage further developmental progress.
- The childminder has a professional approach and organises her documentation effectively, supporting the smooth running of her setting.

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

- The childminder has not fully developed communication systems with other early years settings that the children attend, in order to provide continuity for their development.
- The childminder misses some opportunities during everyday activities to enhance children's understanding of counting and simple calculations.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at a selection of policies and procedures.
- The inspector looked at the children's development records.
- The inspector held discussions with the childminder about children's activities and their progress.
- The inspector toured the home environment with the childminder.
- The inspector observed interactions between minded children and the childminder.

## Inspector

Helen Penticost

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her child in Guildford, Surrey. All of the childminder's house is used for childminding and there is a secure garden available. The property is close to local schools, parks and amenities. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There is currently one child in the early years age group on roll. The childminder also offers care to school-aged children. The family has two cats and a rabbit. The childminder holds an appropriate early years qualification.

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

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

- enhance communication systems with other early years settings that children attend, to further support continuity in children's learning
- develop further children's numeracy skills by making the most of everyday activities to fully encourage counting and simple calculations.

### Inspection judgements

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

Children have a strong sense of belonging and show a thorough awareness of the routines. For example, they happily remove their outdoor clothes, hang their coats on the low-level hooks and settle down at their chosen play activity. Children show a good awareness of appropriate hygiene practices. For example, they independently blow their nose and then place the tissue in the bin. The childminder gently reminds children to be careful not to tread on the toys on the floor as they may hurt themselves. This supports children's awareness of their own safety and that of others.

Children thoroughly enjoy acting out role play scenarios and the childminder joins in by effectively supporting their discussions about the police and fire fighters' equipment. This helps to develop and extend children's language skills and vocabulary. However, she occasionally misses opportunities to support the children's numeracy skills, for example by counting their food at snack time. Children demonstrate that they can negotiate and work together to set up a game. For example, they sort out which colour frog they are each going to use and how many they have. They are also able to point out when they have one less frog and quickly resolve the problem together.

Children initiate their favourite play experiences. For instance, they have a disco and listen

and dance to the music. The childminder is fully aware of when her input into activities could provide value but also when to leave children to play independently. This fully supports children's skills for the future. Children have many opportunities to be creative. For example, they paint, draw and make Christmas decorations from salt dough. The childminder displays children's art work on the kitchen wall, which enhances their sense of belonging.

The childminder gains information about children's likes, dislikes and routines from parents and discusses developmental information prior to children attending. This enables her to provide appropriate toys, resources and activities from the start. She makes written observations of children during child-initiated and adult-led activities, which enables her to assess their current levels of development and to plan for their next steps. Due to this effective system, she is able to demonstrate that children in her care are making good progress in their learning and development. This helps to ensure that children are ready to move onto their next stage in learning. The childminder writes a weekly plan detailing a variety of fun and stimulating activities. This plan is flexible to accommodate children if they are tired or want to take the lead in their after school activities. The childminder has a clear awareness of how to complete the progress check for children between the ages of two and three years of age, when this is appropriate.

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

Children play in a very safe and homely environment that the childminder has fully risk assessed. This enables them to relax and unwind following a day at school. The childminder fully assesses children's safety at all times within the home, on outings and on the walk to and from school. Her written assessments are thorough and fully support children's safety and well-being at all times. Children develop a good understanding of how to keep themselves safe, for instance through discussions about road safety. The childminder makes the most of the space that she has available for the storage of toys and resources. Children readily select toys, which enables them to follow their own interests and desires.

Children greatly enjoy their time in the childminder's care. In the short time they have been attending, they have developed strong relationships with her and each other. The childminder has a very calming manner, which creates a caring and secure environment for children. The children speak to the childminder and each other politely, and show a secure awareness of good manners. For example, one child asks another, 'Please could you help me put on the fire fighter's jacket?' The childminder approaches behaviour management in a positive manner and fully encourages and recognises good behaviour. For example, she uses a reward chart and children help her to devise house rules and behaviours that can earn them rewards. This effectively encourages good manners and behaviour as children gain a secure understanding of the impact of their actions on others.

The childminder provides parents with detailed information about the healthy diet that she offers to children. This enables parents to highlight any foods or drinks that they would rather their children did not have. Children enjoy a healthy snack on their return from

school, which supports their awareness of the need to adopt a healthy lifestyle. The childminder has a good understanding of how to promote diversity and she provides a fully inclusive environment for children in her care. She has a good range of resources available to support children's awareness of diversity.

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

The childminder shows a clear and thorough understanding of the learning, development and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good awareness of child protection procedures and how to report any concerns that she may have about a child in her care. The childminder also has a written safeguarding statement, which she gives to parents to inform them of her role. These factors help to ensure that children remain safe while in the childminder's care. Since registration, the childminder has developed her portfolio with her policies and procedures. She targets improvements well. For example, she is planning activities based around fire safety and practising her fire evacuation procedure. The childminder has not fully developed relationships with other early years settings that the children attend. This does not fully support consistency in children's learning and development.

Parents readily access a wide variety of information and complete appropriate records regarding their child. The childminder displays relevant information for parents, enabling them to easily view registration details. This supports the operation of the setting, enabling her to develop and maintain a professional relationship with parents. The childminder keeps parents fully informed about their child's day and their achievements through verbal discussions on a daily basis. This helps to ensure consistency in children's care and learning. She requests parents' feedback and this shows their delight and complete satisfaction with the service that the childminder provides. For example, they comment that the childminder 'is caring and has a good attention to detail' and 'we have noticed that she constantly changes toys and the layout of her room to ensure the children stay interested and engaged'.

### **The Childcare Register**

The requirements for the compulsory 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	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>	EY463899
<b>Local authority</b>	Surrey
<b>Inspection number</b>	924550
<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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