

Inspection date

21/01/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- The childminder is an extremely passionate provider of care and learning, and her practice is inspirational.
- Children receive an exceptional range of learning experiences, which enables them to make rapid progress in their development.
- The childminder works exceptionally well with parents. She uses her wealth of knowledge and experience in early years childcare to fully support families.
- The childminder demonstrates a strong awareness of the importance of reflecting on her practice. She has made continuous improvements to her service, despite being recently registered.
- Children thoroughly enjoy their time with the childminder and demonstrate that they are extremely secure in her care. This enables them to settle very quickly and with great ease.

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 made observations with the childminder and the minded children present.
- The inspector sampled documentation the childminder uses to support her practices.
- The inspector took account of parents' views from their written references.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed the systems she has in place for observation, assessment and planning.

Inspector

Helen Penticost

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband on the outskirts of Woking in Surrey. Childminding takes place on the ground floor of the home and sleeping facilities are provided upstairs. There is a garden for outdoor play. The home is close to shops, parks, schools and public transport links. The family has two cats. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently caring for two children in the early years age group. The childminder holds a recognised 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:

- continue to develop children's concentration skills through the highly stimulating planned activities.

Inspection judgements

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

The childminder has an excellent understanding of the learning and development requirements. She has highly effective methods for observing, assessing and planning for children's progress. The childminder's initial assessment begins during the settling-in sessions, where she gains a wealth of information about children's likes, dislikes and routines. The childminder maintains a thorough record of each child's development using a scrapbook system. Within this are her very detailed written observations that she clearly links to the areas of learning. She uses these observations to complete her assessments and then to devise a highly individualised plans to promote children's next steps in learning. For example, the childminder is aware that there is scope to develop children concentration and attention spans. The childminder has a very wide range of skills and has a wealth of knowledge of how children develop, which she successfully implements into her practice. This enables children to move seamlessly onto their next steps in learning.

Children thoroughly enjoy their time with the childminder as she fully supports their chosen play experiences by becoming actively involved. For example, children enjoy their pretend telephone conversation and the childminder joins in, which extends their language skills very effectively. Children happily press the buttons, supporting their awareness of early technology. The childminder recognises the importance of communication in everything she does with the children. For instance, she constantly models language and introduces new vocabulary as children play or take part in routines. This helps to support children to make rapid progress in their communication and language development.

Children become fully engrossed in creative activities, such as drawing. The childminder fully praises them for the shapes they are drawing. This enhances children's early writing skills extremely well and increases their sense of achievement and confidence. Young children are able to recognise shapes and match colours, which means they are making excellent progress beyond their current age group. This demonstrates the childminders full commitment to offering children a highly stimulating and challenging learning environment. Children very quickly learn new skills. For example, the childminder skilfully explains how to thread the coloured cotton reels onto the lace. Through continual words of encouragement children achieve their goal and happily repeat the actions of their new found skills. This fully supports children's self-esteem and small muscle development.

The childminder supports children's imaginations extremely well, as she sets up role play areas within the home and engages with children in pretend play. She is adept at knowing when to intervene in children's self-initiated play, in order to challenge them and when to step back and allow the children to make their own decisions. For example, the children play with the dolls and blankets, covering them up as they pretend that they are asleep. The childminder watches their play and only steps in when she feels that she can extend the children's play experiences. She extends children's physical development very effectively, for example, through visits to the park and soft play centres, which challenges their large muscle skills as they use a wide range of equipment. They also have extensive opportunities within the home environment to release their energy as they independently move their bodies to the rhythm of music.

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

The childminder is highly motivated and places a strong emphasis on meeting children's and families' individual needs. This drive enables her to provide a highly inclusive and homely setting, where children are exceptionally secure. The childminder offers settling-in sessions for children, which enables them to adapt very quickly and easily into their new environment. The childminder is highly focussed and she carefully listens and responds to parents needs, offering them welcome support. For example, she created a six week weaning program in order to offer her guidance. The childminder offers children consistent and effective praise and encouragement, while gently reminding them about good manners. This supports children's personal skills very well as they become highly motivated. Children have built up very strong trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are extremely happy, secure and flourish in the childminders nurturing and warm care.

The childminder gives exceptionally high priority to the safety of children and she provides a very secure and safe environment for children to explore. The childminder completes thorough risk assessments and all safety equipment is in place with potential hazards inaccessible to children. She practises the emergency evacuation procedure with children, which fully supports their understanding of risks, their own safety and that of others. The childminder has strict boundaries when out of the home, ensuring young children are safely harnessed into the pushchair or holding on if walking. The childminder offers an exceptionally well resourced, stimulating home environment. Children access an excellent

range of quality play resources and equipment and this fully encourages them to make independent choices and take the lead in their play.

The childminder fully promotes children's awareness of a healthy lifestyle. Children receive a varied and balanced diet and enjoy activities, such as fruit tasting. Meal times are a social occasion, where they sit at the table and the childminder models good manners. This fully enhances children's skills for the future. The childminder has an excellent understanding of how to promote diversity and she provides a thoroughly inclusive environment for children in her care. She has an extensive range of age appropriate resources available to widen children's awareness of diversity. Children take part in a wealth of worthwhile outings in the local community, which enables them to socialise and begin to view differences.

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

The childminder has an exceptional awareness of her responsibilities in ensuring her provision meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a very thorough safeguarding knowledge, which she has gained through training courses that she has undertaken during her time as a nursery nurse. Her written policy is very clear and she has procedures in place, which enables her to take swift action in the event of any child protection concerns. The childminder has an excellent knowledge of the learning and development requirements, including how to support children to become active and independent learners. She plans a highly stimulating range of activities through a balance of adult-led and child-initiated play. The childminder carefully monitors her observation, assessment and planning system. This helps to ensure that it remains fully effective in enabling children to flourish and make rapid progress in their learning and development.

The childminder has been operating for a short time, however, her provision thoroughly benefits from her many years of experience as a nursery nurse. She is extremely enthusiastic and fully committed to her professional development. The childminder uses her extensive knowledge gained through her level three qualification in early years to effectively and continually improve the outcomes for children. She very thoughtfully and efficiently targets areas for development as part of her self-evaluation and she is highly reflective of her practices. For example, she has devised a highly comprehensive portfolio for parents that contain all of her clear and concise policies and procedures that underpin her provision. She also recognised that children were unable to select from her resources and so developed a toy catalogue. This simple yet highly effective method enables children to take the lead in their play. The childminder involves parents in her evaluation by gaining their opinions, which enables her to make further targeted improvements to her service. She demonstrates an excellent capacity to maintain continuous improvement of her provision.

The childminder liaises extremely closely with parents, keeping them fully informed about their children's progress through daily diary reports and children's progress records. This

helps to ensure that parents are highly involved in their children's learning, enabling the childminder to provide an enriching and fully tailored program for each individual child. Parents readily access a wealth of information and complete required records regarding their child. The childminder ensures that parents view her well-written policies and procedures that support the operations of the setting. This enables her to develop and maintain exceptional and professional relationship with parents. She requested parents' feedback and these show their extreme delight and complete satisfaction with the service that the childminder provides. For example, they comment that the childminder keeps their child 'engaged and challenged by new things' and 'she goes the extra mile and really cares about our child and for that we couldn't ask for more'.

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

Unique reference number	EY463016
Local authority	Surrey
Inspection number	925120
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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