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| Inspection date | 22/01/2014 |
| Previous inspection date | 08/09/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 benefit from the welcoming, inclusive and stimulating environment, where the uniqueness of each child is expertly valued.
- Children are happy and content due to the firm and trusting bonds they have formed with the childminder.
- Children benefit from the good quality interaction with the childminder, who supports their language and communication skills well.
- Safeguarding procedures are robust and rigorous to protect the children who attend.

It is not yet outstanding because

- Opportunities for younger children to explore a variety of natural and textual objects are not fully utilised to enable them to develop their growing curiosity.
- Children have limited opportunities to experience an environment rich in print to further develop their awareness of written text in a variety of forms.

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 in the lounge and dining room.
- The inspector sampled the childminder's paperwork, which included children's records, policies and procedures.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspection took account of the views of parents through looking at recent written communication and parental questionnaires.

Inspector

Teresa Elkington

Full report

Information about the setting

The childminder was registered in 2011. She lives with her husband and two children in Redhill, Surrey. The family has a cat. The downstairs of the home is the main play area for minded children. There is also a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age range on roll.

What the setting needs to do to improve further

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

- develop the use of objects of various weights and textures to support children's developing curiosity
- develop the use of print within the environment to fully support children's understanding of words in various forms.

Inspection judgements

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

Children make good progress in all area of their learning. The childminder has a full awareness of how to promote children's individual skills and learning styles, to enable children to reach their full potential. She clearly identifies routines and developmental starting points through details discussions with parents. This enables her to identify children's current stage of development to plan effectively for the next stage in their learning. The childminder effectively monitors and assesses children's development. She collates informative written and photographic observations of children in their play, which she records in individual learning journals. This enables her to plan according to children's individual strengths. and identified areas of weakness to support children's movement towards their next stage of their development. The childminder is supporting the progress of children between the ages of two to three years through the summary reports across the prime areas of learning. The childminder shares all information with parents, which enables a shared approach in planning children's next steps in their learning and development.

Children thoroughly enjoy their time with the childminder. They are settled and at ease. They show good levels of confidence, as they independently initiate their own chosen play experiences. Children's skills of communication are fully supported through the childminder's ability to model correct language and vocabulary. The childminder talks purposefully to the children to encourage engagement in conversations and develop the

use of words in a range of contexts. For example, by encouraging older children to recall what they are doing and repeating words used by younger children to support their growing confidence in the use of words. Children have access to a cross section of books, which support all ages of children. This enables them to develop a keen interest in books and stories from an early age. However, examples of written text in the environment are not fully utilised. For example, to support children in their selection of resources and to enhance children's developing understanding that print comes in a variety of forms.

The childminder introduces mathematical language and concepts during children's play activities. For example, as older children talk about shapes, colours and numbers when using interactive books and as younger children explore shape as they attempt to post shapes into corresponding holes. Children's developing imaginative skills are brought to life as the childminder introduces group play experiences, which she knows children enjoy. For example, children enjoy make believe picnics with the dolls and teddies, enabling children to act out familiar scenarios of their own lives. Children enjoy their time spent with the childminder as they sing songs and develop their use actions in support of songs that they hear. This enables children to make good use of gestures and to be an active participant in this much-enjoyed activity. Children thoroughly enjoy creative activities where they spend concentrated periods of time sticking small pieces of paper to create a picture in support of their interests. Children's use of interactive toys enables them to develop their curiosity as to how things work. They show delight as they press buttons and respond to the sounds that they hear. However, young children do not always have opportunities to explore a range of different textures within everyday objects, to enable them to enhance their skills of discovery further.

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

An inviting, secure and welcoming environment helps children to form positive relationships the childminder. Children confidently approach the childminder for support in their play and thoroughly enjoy their time spent with her. Children are co-operative and well behaved. Through the support of the childminder, they have learned to share play resources, which enables them to play harmoniously alongside each other. The childminder's home is spacious and well organised to meet the needs of the children. Children independently select from a good range of quality resources. This enables them to make their own play choices. The childminder has a good understanding of how to promote diversity. She provides an inclusive environment and supports children's individual needs effectively. Children take part in outings within the local community, which enable them to socialise and experience the diverse world in which they live.

The childminder supports children's emotional development, by meeting the care routines of children. For example, providing praise to older children as they independently manage their own personal care routines, and by supporting the daily routines of younger children to enable them to have sufficient periods of rest. The childminder provides many opportunities to support children's continued good health and physical development. They have access to a good section of physical play equipment in the garden and at other child-based activities away from the home. Children's dietary needs are fully recognised and

met in consultation with parents. Children are encouraged to develop their self-care skills as they begin to use their fingers to initiate and develop their independence in feeding. Children develop their awareness of how to keep themselves safe as the childminder talks to them about the importance of being safely fastened into their car seats and as they periodically practise emergency evacuation procedures.

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

The childminder effectively meets all the safeguarding requirements. She has all the appropriate guidance to hand and up-to date legislation including a written safeguarding policy. She is clear about her role and responsibilities should she have any concerns about a child in her care and the procedures that she would follow. This enables her to protect children and act in their best interests. The childminder is fully aware of the requirement to notify relevant authorities of any matters relating to children. Robust risk assessments are in place for the home and any outings that children undertake. The childminder maintains her documentation to a good standard and all required records for the safe and efficient management of the setting are readily available. For example, detailed accounts of any accidents and incidents relating to individual children. The childminder keeps a variety of written policies, which she shares with parents. These underpin the smooth operations of her setting and promote children's welfare effectively.

The childminder demonstrates a commitment to the ongoing development of her service. She has adopted systems to evaluate her practice. This includes the use of ongoing self-evaluation along with the recent introduction of parental questionnaires. This enables the childminder to reflect upon her service and implement any improvements in support of the outcome for children. She has taken positive action for improvements in response to the actions and recommendations made at her last inspection. For example, the implementation of rigorous risk assessments in support of outings ensures that children are safe during activities away from the home. This shows her commitment to the development of her provision. The childminder has a good awareness of the training programmes what are available to her through her local authority training programmes. She highlights that she is keen to access these in support of her continued professional development.

The childminder fully appreciates the need to develop and maintain good relationships with parents to enable a consistent approach. Parents receive feedback both verbal and written, which enables them to be fully aware of their child's daily routines and achievements. A parents show their delight with the childminder through thank you cards, references and feedback sheets. The childminder develops firm relationships with other early years setting that the children attend. This supports a consistent approach to children's care, 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 |
|---------|----------------------|--|
| 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

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|------------------------------------|-------------|
| Unique reference number | EY425750 |
| Local authority | Surrey |
| Inspection number | 940432 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 08/09/2011 |
| 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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