

## Inspection date

Previous inspection date

04/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

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 recognises, understands and supports children's personal, social and emotional needs very well. This provides the foundations for children to progress in all areas of learning.
- The childminder provides a good balance of indoor and outdoor play and learning experiences that cover all areas of learning.
- The childminder makes good use of observation and assessment to track children's progress and uses these well to inform and guide her planning.
- The childminder's strong partnership with parents ensures children's welfare and learning needs are well met.

### It is not yet outstanding because

- There is scope to engage children in deeper learning experiences by building more on their interests and ideas
- There are few visual prompts in the childminders home to encourage young children to talk.

## 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 children's play and the childminder's engagement with children within the childminder's home.
- The inspector held discussions with the childminder about children's progress and level of engagement in activities.
- The inspector looked at a range of documentation including children's assessment records, welfare information kept and policies and procedures.
- The inspector spoke to two parents taking account of their views.

## Inspector

Amanda Tyson

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their young child in Ewell, near Epsom in Surrey. Childminding takes place on the ground floor of the home with sleeping facilities provided in this area. There is an enclosed garden for outdoor play. The home is close to shops, parks and public transport links. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children, both of whom are in the early years age range.

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

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

- engage children in activities that build on their interest, which can be continued over a period of time and offer children deeper learning experiences
- display photographs of children's families and activities to encourage children to initiate conversation.

## Inspection judgements

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

Children are making good progress in their learning and development and are well prepared for school. The childminder recognises children's talents such as in linking letters to sounds and in using mathematical skills. She provides games and activities to ensure they continue to progress in these areas. The childminder uses an online system to record observations and assessments of children. Her observations are astute and assessments, including the progress check for two-year-old children, are precise. Parents have a direct link to this website and read the entries every day. The childminder makes good use of the information she gathers from her assessments and communication with parents to plan a range of indoor and outdoor activities that link with children's interests and needs. Often planning is spontaneous and initiated by the children. For example, a child's interest in a toy suitcase leads to imaginative play about going on holiday, packing suitcases and going on an airplane. Children enjoy painting on the slate flower beds with water and watching how this changes the colour of the slate for a time limited period. The childminder recognises the play potential of a large cardboard box so when she comes into possession of one she asks children for their ideas on what to use it for. The box then becomes a pirate ship and children have fun singing pirate songs. The childminder teaches children how to use the computer so that they learn about their environment, such as recycling, in a fun way. Some of the childminder's planned activities are extremely

innovative. For example, she freezes toys to provide children with a visual explanation of the melting process. Children stop to observe the flood in the village caused by the stream bursting its banks and spiders weaving their webs in the copse. However, the childminder does not always follow on from this by initiating different activities that further extend children's learning. Babies enjoy making sounds using wooden spoons and saucepans and exploring cardboard cylinders and crackling paper.

The childminder uses props to support stories and performs puppet shows for children. She uses instruments that produce subtle sound differences to encourage them to differentiate between letter sounds. The childminder takes children to rhyme time sessions and to the library to loan books. She has picture cards to assist children in building sentences. The childminder teaches children 'baby signing' so that they are able to express their need for a bottle, rather than cry. These strategies support all aspects of children's communication and language development, including, young children and those learning English as an additional language. The childminder talks to children all the time, for instance pointing out and naming emergency vehicles to babies when they are out walking. However, there are few visual prompts within the childminder's home to encourage young children to talk about familiar people and places.

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

The childminder provides a welcoming, clean and safe home environment for children. She has a suitable range of play toys and equipment to meet children's needs and interests. Babies sleep peacefully and safely in a cot. They are always within sight and hearing of the childminder who has a baby monitor with a fitted camera. Children are helped to settle into the childminder's care gradually. Parents leave children for increasing periods until they are ready for a full day. The childminder has a thorough system in place for gathering information from parents prior to children starting about their usual routines, personalities and developmental ability. Children are very happy and show a strong sense of belonging in the childminder's care. For example, pre-school age children confidently ask questions, make suggestions and initiate their own play and learning. Babies respond enthusiastically to the childminder's interactions with them. They show their enjoyment of music as they clap and bounce excitedly up and down during singing and action rhymes. Children's emotional needs are well met by the childminder who helps them prepare for change, such as the birth of a sibling and starting nursery. She notes their interest and changes and adapts her planning to ensure children's needs continue to be met. The childminder involves children in carrying out regular audits of play resources. Children thoroughly enjoy this because it provides opportunity to discover toys they haven't seen for a while and find missing pieces. The childminder models use of common courtesies and uses positive language to direct behaviour. She gives clear explanations to children to help them understand what sharing means. As a result, children learn to share, take turns and behave well.

The childminder practises fire evacuation procedures with children so that they know how to leave the premises quickly and safely in the event of an emergency. She teaches children about road and dog safety when they go to the park. Pre-school age children

show good awareness of safety. They realise when there are too many toys on the rug and that these present a trip hazard and so start to clear space. The childminder makes good use of her garden and takes children to park most days so they keep healthy and active. For example, children enjoy climbing on tree logs, looking for squirrels and feeding the ducks. The childminder does not drive so children get lots practise walking. She organises her home well to support babies' developing mobility by enabling them to pull themselves up to standing and walk around the furniture. The childminder sings a washing hands song to children and this goes through the whole routine starting with rolling up sleeves when children use the toilet. This is fun and encouraging for children and helps reinforce good hygiene processes.

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

The childminder has made a good start to her business. She has implemented suitable policies and procedures to meet the safeguarding and welfare, and learning and development requirements. The childminder provides parents with copies of these so that they are well informed about her regulatory responsibilities and operational practice. For example, her comprehensive safeguarding children policy explains how she protects her photographic data of the children. The childminder is very clear about the procedure to follow if she becomes concerned about a child's welfare. Her rigorous use of risk assessment greatly minimises the potential for accidents. For example, the slate flower bed is covered with pipe lagging to minimise potential injury if a child fell over. The childminder has good procedures in place for keeping children safe on outings and for responding to a lost child situation.

The childminder has not yet had cause to work with external agencies, but she has a clear policy in place for establishing a partnership with nursery teachers when children start in September. Information sharing between parents and the childminder about children's well-being and learning and development is excellent. Parents are fully involved in the childminder's assessment processes and read all her observations each day. They share information with the childminder as well, so that she can provide activities that complement, rather than replicate, the activities they have engaged in at home. For example, if a parent has spent time with a child in the morning teaching letter sounds, then the childminder plans something more physically active or imaginative for the afternoon. Parents hold the childminder in very high regard. They say 'reading the observations and description of children's day on the train journey home is the highlight of their day'. This is enabled by the childminder's use of an online website that parents can access from their technology tablets. Parents particularly appreciate her flexibility, the priority she gives to supporting children's personal, social and emotional needs and the broad range of activities provided, including outdoor play.

The childminder evaluates the effectiveness of her planning and outcomes for children each day while typing up her observations for parents. The childminder makes effective use of self-evaluation to identify and target priorities for improvement. She is booked to attend a local authority cluster group meeting and is waiting for the next available

Makaton training course. The childminder believes this will complement her 'baby signing' skills. The childminder makes good use of a family member who is a speech and language therapist to help her with ideas supporting all children's communication and language needs. Her planning for children's progress is also very much of a self-evaluation exercise in identifying next steps for children's learning. For example, very able children are taught French nursery songs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY463661
<b>Local authority</b>	Surrey
<b>Inspection number</b>	929056
<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>	2
<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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