

<b>Inspection date</b>	11/02/2014
Previous inspection date	28/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 makes effective use of observation and assessment to plan for and support children's progress in all areas of learning and development.
- The childminder's effective partnership with parents ensures children receive consistent learning support between their home and childminding environment.
- Children enjoy their play and learning because the childminder plans and provides activities and resources that challenge their thinking skills, extend their knowledge and link directly to their individual interests.
- The childminder makes good use of self-evaluation to drive improvement and consequently enhance outcomes for children.

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

- The childminder has not formed a full partnership with children's pre-school teaching staff, to ensure that children receive consistent learning support between their two settings.
- There is scope to enhance the environment further, to encourage children to initiate talk, for example about the people and places that matter to them.

## 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 and care routines in the childminder's home.
- The inspector carried out joint observations of children's play with the childminder.
- The inspector sought and took account of parents' views; she also took account of the information detailed in the childminder's self-evaluation document.
- The inspector sampled the childminder's records and documentation, which included children's learning and development records and those relating to safeguarding.

## Inspector

Amanda Tyson

## Full report

### Information about the setting

The childminder was registered in 2008. She lives with her husband and son aged under eight in Ottershaw, Chertsey. Her home is situated close to parks, schools, shops and public transport links. All areas of the home are available for childminding purposes. There is a ground floor toilet and an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children under eight throughout the week. Five of these children are within the early years age group and two attend full-time school.

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

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

- develop the relationship already established with children's school teachers and nursery staff to a full partnership, so that children receive consistent learning support between their settings
- encourage children to initiate conversations about people, places and experiences that matter to them, for example by displaying photographs.

## Inspection judgements

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

The childminder has a good understanding of how children learn through play and practical, first-hand experiences. Children make good progress in all areas of learning and development, and are well prepared for school. The childminder observes children closely, noting their interests, capabilities and any challenges they encounter. She uses this information very effectively to inform precise assessments and to plan for their progress. For example, children's attention span is increasing with the childminder's introduction of interactive and touch-and-feel books, as well as the use of props and puppets when reading stories to them. The childminder enables children to progress from holding crayons in a fist grasp to holding coloured pens between their forefinger and thumb.

Children's learning is brought to life by the exciting outings the childminder organises. For example, they observe at very close range light aircrafts and helicopters taking off and landing at the local airfield. They love the regular routine of standing on the bridge and waving to the passing train, whose drivers always wave back and toot their horn. Children enjoy regular opportunities to bake biscuits and cakes, and engage in art and crafts. For example, they make heart-shaped biscuits as a Valentine's Day present for their father

and heart-shaped bracelets for their mother. The childminder makes sure babies are fully included in these activities by giving them a variety of items such as spoons to hold and textures to explore. The childminder helps babies to develop their mobility by placing interesting toys, such as coloured balls with light-up mechanisms, in front of them, to encourage them to move forward. Babies handle lots of different everyday items, which stimulate their senses. For example, they feel the warmth of a wooden spoon and coldness of a metal one.

The childminder displays the flags showing the countries children's parents were born in. They celebrate the various traditions of these countries, as well as ones they are not connected to. The childminder encourages children learning English as an additional language to use their home language, as well as English. The childminder and children have good fun together learning sign language. She talks to children all the time. When they miss out certain sounds in words, she acknowledges what they say by repeating the words correctly. Consequently, children make good progress in their communication and language. Although the playroom is wonderfully equipped with play resources, there is a lack of visual aids to encourage children to initiate conversation, for instance about their visit to the airfield, or about their family.

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

The childminder creates a welcoming and, overall, very stimulating play and learning environment for children. She has a good range of play and learning resources that meet children's varying needs and interests. Children access and use these independently and with a clear purpose in mind; for instance dolls are fed and put to sleep. The bond between children and the childminder is warm and affectionate. The childminder communicates very well with parents to ensure that babies' home care routines, such as for sleeping and eating, continue in the childminding setting. This helps babies to feel secure. The childminder also communicates closely with parents to ensure a smooth settling-in experience for new children. This is achieved through a gradual parent-child separation process. The childminder helps to prepare children emotionally for starting nursery and school through lots of conversations about school routines, practice in dressing themselves, stories about nursery and school, and visits. Children behave well because they are never bored and the childminder helps them to understand the difference between sharing and turn-taking. Children develop good levels of independence in readiness for school. They learn to take their coats and footwear on and off, feed themselves and sit nicely to the table. The childminder takes children to community play sessions where they learn to socialise with larger groups of children. This prepares them well for starting nursery school.

The childminder plans a good range of outdoor activities to ensure children keep healthy and active. For example, they enjoy gardening and using the challenging apparatus at the local park. Children have great fun learning to make dens from sticks, logs and foliage when they visit an outdoor learning centre. They also learn the skills to climb trees, by looking for rungs so that they achieve their goal safely. The childminder ensures that babies have plenty of space to practise their developing mobility. She talks to children

about how they feel after exercise and teaches them the importance of hand washing and drinking water regularly. The childminder ensures they always practise good road safety when they are out. Within the home, children learn how to use tools, such as scissors and knives, safely. Older children learn how to act safely around babies, for instance by not leaving small toy parts within their reach and by moving carefully when babies are on the floor. The childminder practises regular fire evacuation drills with children, so they know what to do when the smoke alarm goes off. Older children learn what to do in an emergency, how to make an emergency call, and about the dangers of playing with fire when the childminder takes them to fire awareness days at the local fire station.

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

The childminder demonstrates good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She demonstrates a good awareness of information that needs to be notified to Ofsted, such as significant events and changes to household members. Children's welfare is very well safeguarded. The childminder updates her child protection and first aid training every three years. She has clear procedures in place for acting on any concerns about a child's welfare. This includes action to be taken in the event of an allegation against her or any household members. The childminder makes good use of risk assessment to identify and minimise hazards to children, both within her home and on outings. The childminder's home is clean, very well maintained and appropriately organised for children.

The childminder makes good use of self-evaluation to identify and target priorities for improvement and further development. For example, since the last inspection, she has established very effective partnerships with parents. She meets with them monthly to review children's progress and to agree plans for moving children on in their learning. The childminder keeps parents fully updated throughout the day with texts and photographs, followed by a verbal account at the end of the day. Parents say this is greatly reassuring. Parents talk very highly of the childminder. They say 'children thrive in her care' and 'look forward to attending'. Parents also highlight how much they appreciate her sensitivity to their feelings about separating from their children. The childminder has introduced herself to children's teachers and nursery staff, but a fully effective partnership to support children's progress is not fully established.

The childminder's proactive approach to continuous improvement is demonstrated by her drive to strengthen her already well-developed systems for completing and using assessments on children. She is booked to attend training. The childminder has planned well for completing the progress check on children aged two years. She has provided parents with detailed information explaining its purpose and process. The childminder has also had a conservatory playroom installed since the last inspection. Her improvement plans are now focused on developing her garden to provide children with a similarly stimulating learning area to complement that provided indoors. The childminder also intends to learn Makaton signing, and develop her knowledge and understanding of special educational needs and disabilities. She makes good use of online training to

develop her knowledge and skills, and to inspire her ideas for activity planning.

### **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

<b>Unique reference number</b>	EY383078
<b>Local authority</b>	Surrey
<b>Inspection number</b>	944243
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/09/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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