

Inspection date

Previous inspection date

19/03/2014

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

- Children's language development is very well promoted because the childminder notices what arouses their curiosity and makes good use of opportunities to engage and talk with them during their play.
- The childminder successfully extends children's ability to listen and concentrate and responds to their exceptional interest in books by frequently reading their favourite stories.
- Children are very happy and settled in the childminder's care due to her positive and caring approach to meeting their individual needs.
- The childminder provides children with guidance and ample time to try and achieve things. This promotes their independence and helps them develop new skills as they use the good range of play equipment.

It is not yet outstanding because

- The childminder has not established communication with others early years provision to help her compliment children's learning.

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 indoor activities in the childminders home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and self-evaluation.
- The inspector took account of parent's comments through discussion.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Lightwater in Surrey. Childminding takes place on the ground floor of the home with sleeping facilities provided upstairs. There is an enclosed garden for outdoor play. The home is close to shops, parks and other amenities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four children under eight years on roll of which two are in the early years. The provision operates from Monday to Friday for most of the year. The childminder also offers care to children from the end of the early years to 11 years.

What the setting needs to do to improve further

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

- establish communication with others early years provision that children attend to share information and compliment their learning.

Inspection judgements

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

The childminder provides children with a good range of activities and resources that promote their learning and help them develop the skills they need for their future and starting school. This is particularly evident in relation to children's ability to concentrate, persist with activities and the enthusiasm they show during story times and mark making activities. The childminder plans activities related to children's individual interests. For example, she responds to their interest in planes and helicopters by taking them to a small local airport. Children's enthusiasm for these outings is evident as they decide to draw pictures of helicopters they have seen and talk about them with the childminder.

The childminder helps children learn by joining in their play to extend their learning. She gives children time to speculate and test ideas through trial and error. For example, when they independently attempt to balance toy cars on a wooden frame. The childminder shows great interest in children's individual abilities and achievements. She has high expectations of all children based on accurate assessments of their skills, knowledge and understanding. The childminder completes detailed written summaries of children's development when she initially starts caring for them and at other regular intervals. Consequently, she can accurately identify the good progress children have made in the short time they have attended the provision. The childminder successfully involves parents in their children's care and learning through daily discussions and e-mails.

Children show great self-confidence as they communicate with the childminder and other

children. The childminder frequently uses children's interest in books to further promote their vocabulary and ability to talk and gives them time to copy and say new words. The childminder knows that some children are above expected levels in this area of their development and adapts the way she talks to them to extend their current abilities. She notices what arouses children's curiosity and uses these opportunities to engage with children during their play and talk with them about what they are doing. Consequently, some children's existing ability to listen and understand is well promoted. Children make good progress in their physical development. They quickly develop confidence when using large equipment. They now show enthusiasm as they bounce on an enclosed trampoline and, with the childminders support, climb across a cargo net at the park. The childminder encourages children's independence and gives them time to try and achieve things for themselves. Consequently, children are willing to 'have a go', for example, when the childminder shows them how to use a handle to climb onto a small trampoline.

Children show exceptional interest in books and concentrate well whilst listening to their favourite stories. The childminder promotes this learning through reading a wide range of books. Consequently, some children show exceptional concentration as they listen and focus their attention. They laugh with enjoyment as they put their hand inside a puppet within a book and the childminder tickles them. Children enjoy making marks as they use paint, chalk and coloring pens on pictures of their favourite television characters. The childminder knows that some children are above expected levels in their ability to recognize number and colour. She promotes their interest in this area of learning by encouraging them to recognize different coloured cars on outings and has attached a very large clock to the garden shed that captures children's interest.

The childminder takes children on a wide range of outings that help them understand the world. They visit local country parks and forests where they enjoy running in and out of dens made from tree branches. Children show fascination as they watch bubbles at the bottom of a waterfall and paddle in their Wellington boots at the edge of a lake. The childminder takes children to local school community events, where they have fun as they follow clues to find Wellington boots hidden in shop windows. She praises children for their positive involvement in these events. Children show great interest in how things work. For example, they push buttons on response toys that create sound and learn how to make move across the floor. Children explore a good range of media and materials that develop their senses. They help make pancakes, plant potatoes in bags of soil and play with sand in the childminders garden. They make salt dough handprints for mother's day, paint and draw. The childminder has protective suits which she uses to promote children's interest in playing with water. Children use their imagination as they enjoy playing with train sets and wear dressing up items brought from home. They enjoy learning words to new songs and express themselves freely as they sing along.

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

Children are very happy and settled. They form secure emotional attachments with the childminder and are happy to approach her for a cuddle because she responds in a positive way to their emotional needs. Consequently, children move smoothly between the

childminder's home and local pre-schools. Children show confidence and independence and are animated in their play. The childminder supports them well as they choose what they want to do and how they will do it. She stimulates their interest through shared attention. She takes children to toddler groups where they learn how to interact as part of a large group. Children are very well behaved and co-operative and soon learn what is expected in relation to being kind to others. The childminder adapts her approach and uses different strategies to manage their behaviour. She carefully evaluates what works well so they co-operate with the boundaries she uses. Children play happily alongside each other. They form good friendships and enjoy the involvement of older children in their play.

Children's good health is well promoted. The childminder provides lots of fresh fruit at snack time and makes sure parents provide healthy items in children's packed lunches. She supports children to manage their personal needs, for example, by providing a step in the cloakroom so they learn to wash their own hands at appropriate times. The childminder also helps children learn to put on their shoes and coats so they develop self-care skills. Children have access to a very good range of well organised indoor and outdoor resources that promotes their enthusiasm for learning. She makes the playroom and other areas of her home an exciting and welcoming place for children to be. Children learn about their own safety. The childminder explains about crossing the road when walking to and from local schools and pre-schools. She makes sure children understand the importance of holding onto the buggy and consequently, they know to stay close to her in busy areas.

Children are fully included in activities, because the childminder has a good knowledge of their individual needs. She uses her own enthusiasm to draw them in and makes space and time for them to contribute. Consequently, children feel involved and proud of their accomplishments. Children are beginning to develop an awareness of differences between themselves and others in society through using resources that reflect positive images. For example, the childminder plays board games with children where they have to spot similarities and differences in people's features.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect children's welfare. The premises are safe and secure. The childminder supervises children well at all times and makes effective use of risks assessments for the premises and outings to maintain their safety. For example, she puts a plastic barrier at the bottom of the back door steps to remind children to go slowly and puts protectors over all the doors to prevent children hurting their fingers. Since registration, the childminder has completed two playwork training courses which have helped her develop ideas for promoting all children's development. For example, she has introduced bean bags for throwing and catching and plans to provide children with magnifying glasses for bug hunting in the garden. She was given some of these resources at the end of the training which she has

made available to children. The childminder has also learnt how to introduce recyclable materials to the children and how to change the environment during children's play, for example, by using torches in a darkened room. She is also attending a childcare exhibition where she hopes to gain additional ideas and resources.

The childminder uses her observations of children's achievements and her discussions with parents to identify aims that stretch children's learning and provides them with challenge. The childminder uses her good knowledge of child development, learning and development guidance to track and monitor children's progress and ensure they reach expected levels of development. She uses a 'tracking wheel' which shows that young children are exceeding expected levels of development in communication and language. She establishes good relationships and communication with parents, which means there is regular discussion about how to reduce any gaps in children's learning and meet their individual needs. The childminder understands and meets the requirements of the Statutory Framework for the Early Years Foundation Stage. She has experience of working as an assistant with another registered childminder. This has helped her identify ideas for activities and know how to encourage children so they make good progress. The childminder makes effective use of self-evaluation to make on-going improvements to the provision. For example; she has moved furniture in the sitting room to create more play space, added flowers and windmills to the garden to make it more attractive and displayed posters and stickers in the playroom to make it more inviting to the children. The childminder shares the changes she has made with parents which inspires them to introduce the same things in their home. She talks to parents to seek their views about the provision. She constantly evaluates the quality of her provision to drive improvement and plans to make books more visually accessible to children so they can see the covers as they choose them. The childminder keeps up to date with current childcare issues through her membership of an on-line childminding forum. This provides her with suggestions for activities that help her provide children with a variety of experiences and shows she has good capacity to continue to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY466305
Local authority	Surrey
Inspection number	935677
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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