

## Inspection date

Previous inspection date

14/05/2014

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 are stimulated and keen to learn in this inclusive and welcoming environment.
- The childminder uses a range of teaching techniques, activities and resources to help children make good progress in their development and learning.
- The childminder develops a good relationship with parents to support children's care, learning and development and they comment positively about her provision.
- The childminder is highly motivated and strives to continuously improve her already good service to ensure she maintains her standards, for the children's benefit.

### It is not yet outstanding because

- The childminder has not developed an outside environment rich in print, where children can understand and learn about words.

## 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 spent time with the childminder, observing her and the children she was caring for. This took place in the childminder's home in the lounge/conservatory room/garden.
- The inspector examined documents and the records of children's learning and development.
- Ongoing discussion with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and her policy sampled.
- Parent's feedback was sampled through letters of recommendation.
- The inspector took account of the childminder's self-evaluation.

## Inspector

Nadia Mahabir

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and preschool child in Sunbury on Thames, Surrey. The childminder uses the ground floor of her home for play activities and one bedroom for children who need to sleep. There is an enclosed garden area for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She operates Monday to Friday, all year round from 8am to 6pm. There is currently one child on roll in the early years age group. The childminder visits the local library, parks and national trusts.

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

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

- further develop the educational programme for literacy by creating an outdoor environment, which is rich in print for example, where children can learn about words, shapes and numbers.

## Inspection judgements

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

The childminder creates a home from home setting where children are cared for in a welcoming environment. She provides a broad range of exciting, stimulating learning and play experiences, which inspire children to explore, investigate and have fun. Toys are stored in containers that children can easily see and reach into. This means they can make their own choices as to where and what they would like to play with, which helps them become independent learners. The childminder demonstrates a good understanding of how to engage children and capture their interests. She is actively involved in children's play and she interacts with them very well. She offers a positive environment in which children can learn and play. This helps them to feel valued, safe and happy and empowers children to make decisions and discuss ideas. This results in children being enthusiastic learners and concentrating for long periods of time at their chosen activities.

Children play imaginatively in the home corner with the kitchen set and toy foods. This helps them act out real-life experiences, developing their confidence and self-awareness. The childminder interacts effectively with the children. She suggests different activities and offers help when required. Through regular outings, which include visits to the park, and different groups, children have good opportunities to explore the world in which they live, nature and to develop their physical skills. When playing at the park, they climb, run, balance and use apparatus.

Children demonstrate friendly behaviour, as they initiate conversations and form good

relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector, asking her lots of questions and telling her things. Children begin to explore vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her. The childminder responds to children's conversation using words to clarify, and open questions to stimulate further language for thinking and communicating. Children access a wide range of books and are inquisitive and motivated to learn, which further promotes their future skills. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. However, there are few resources in the outside area that would support and further their understanding of words. Children are encouraged to draw and write on the large easel. This helps the development of their early writing skills.

Parents are encouraged to be engaged in their children's learning as the childminder tells them about their children's progress and the daily activities they have participated in. The childminder promotes a cohesive approach to their learning as she often suggests activities that parents can do at home with their children to extend their learning further. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and therefore promotes children's learning and development well. She demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their learning journeys. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals. The childminder is aware of the need to carry out a progress checks for two-year-old children.

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

Children show they are happy and feel secure with the childminder in the welcoming, homely environment. She fosters this well because she has good arrangements in place for settling children. For example, she gathers and shares good-quality information with parents about children's needs. Children use a good range of age-appropriate toys and resources indoors and outdoors. They are encouraged to be increasingly independent because the childminder gives them many opportunities to make choices about their play and the toys they use.

Children enjoy accessing the outdoor space and are able to choose when they would like to go outside, which means that they benefit from plenty of fresh air and exercise. Children enjoy plenty of outings to the local parks, playgrounds, library and national trusts. These give them the opportunity to experience different activities, and to meet and play with other children to develop their social skills. Children have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences. For example, they have food tasting days, where they try foods from different countries. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices. The childminder supports children's progression well because she provides a stimulating and welcoming learning

environment to cater for their all-round development and emotional well-being. Through positively praising children, the childminder promotes children's confidence and self-esteem. She is a good role model and provides consistent routines, this supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others.

The childminder supports younger children to be independent, including learning how to wash their own hands for personal care. Younger children's needs are supported well, through an established routine for sleep times, milk and meal times. Children are offered food which is healthy and nutritious and meets their individual dietary requirements. Meals are freshly cooked and complement a range of cultures. Parents are delighted that their children are introduced to different foods that they may not cook at home. Children also learn about plants by growing vegetables with the childminder in the garden. All this helps them to develop a healthy attitude to food. Children develop an understanding of risk as they move around the premises. The childminder has included children in her emergency evacuation drills and maintains a good record of these to show how well children left the premises and any areas that need reviewing afterwards. They are timed and evaluated. The childminder's comprehensive risk assessments show that she gives children's safety a high priority as all appropriate safety equipment is in place.

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

The childminder has a good understanding of the safeguarding and welfare requirements, and of child protection procedures. She provides a safe environment for the children to play and learn in, and regularly reflects on safety. The childminder demonstrates through her documents and discussions, a high regard to the safety of children. For example, through effective risk assessments and policies and procedures. This practice fully safeguards children; she ensures parents are made aware of the policies and procedures, which support her practice. All adults living in the home have been checked to ensure that they are suitable to be in contact with children. In addition, she maintains a valid first aid certificate and the required records, such as those relating to accidents well.

This is the childminder's first inspection with children on roll. She demonstrates a commitment to constantly developing her knowledge and understanding of childcare issues. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is seen clearly underpinning all her records of children's development. She plans and provides a range of exciting experiences for children that are suitable for their individual needs. She is fully aware of the progress checks for two-year-old children and ensures her records of young children's individual achievements concentrate on the three prime areas, which are relevant to this check. As a result, she is able to identify any gaps in children's achievements and plan well to close these gaps. She regularly reviews and monitors children's progress records and planning documents to ensure she offers a broad range of activities across all areas of learning.

Comments from parents are very positive about the care children receive. Parent's states

that they are very happy with the care their children receive. Parents like the art and craft activities and state 'we have seen our child become more confident in his abilities, his speech has come on leaps and bounds.' The childminder fully understands the importance of working in partnership with external agencies, such as health professionals so that appropriate measures are taken to meet any identified needs children may have. The childminder has a positive and strong commitment towards monitoring and evaluating her service. She completes a self-evaluation process, which clearly identifies her strengths and areas for development.

### **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>	EY465630
<b>Local authority</b>	Surrey
<b>Inspection number</b>	939841
<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>	6
<b>Number of children on roll</b>	1
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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