

Inspection date	22/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children make excellent progress in their learning and development given their starting points due to the exceptional knowledge and skills of the childminder.
- Planning and assessments are highly effective and focus sharply on children's interests and abilities, which enable children to feel valued and engage purposefully in their play and learning.
- The childminder provides a highly stimulating and accessible environment both indoors and outside for children of all ages, which means that children can play and explore effectively.
- Highly effective partnerships with parents are in place. Story bags with activities for children to complete with parents go home regularly, which encourages a joined-up approach to learning.
- The childminder has a wealth of knowledge and experience caring for children in their early years. She uses self-evaluation effectively to ensure continuous development.

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 talked to the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including children's portfolios, accident and medication records.
- The inspector observed activities indoors and outside of the childminder's home.
- The inspector spoke to parents and took account of their comments.
- The inspector checked evidence of qualifications and suitability of the childminder.

Inspector

Hazel Stuart Buddery

Full report

Information about the setting

The childminder registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Guildford, Surrey. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family have no pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance labelling around the environment both inside and out, to include everyday objects and the home languages of children who attend, to enable all children to value the language of others and strengthen their understanding that print carries meaning.

Inspection judgements

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

The childminder is extremely knowledgeable and has vast experience of working with children in their early years. She has an excellent awareness of how children learn and organises the environment effectively to ensure even the youngest child can be independent. She demonstrates highly effective teaching strategies throughout all activities, both planned and unplanned. The childminder skilfully links activities to support and extend children's learning. For example, children put old wax crayons into a shape mould. The childminder carefully explains that the mould is going to go into the oven and encourages the children to talk about the dangers of using the oven. They talk about how the heat will melt the wax. Children show a lot of interest as the wax comes out of the hot oven and comment on how smelly it is. The childminder explains that the wax must cool down before they use it. Later in the day the children go outside to see what the heat has done to the wax. The children are amazed by what has happened and their excitement shows on their faces. They talk about how the wax has cooled and how the different coloured wax crayons have merged with each other. They carefully take the newly formed shape out of the mould and mark make on a large piece of paper on the floor. The children demonstrate high levels of enthusiasm for this activity and are keen to follow the activity through. They smile proudly as they draw rainbows on the paper with the newly

made crayon. Activities such as this promote children's understanding of early science and encourage early writing skills. The childminder extends their vocabulary effectively, and children's understanding of their own safety is enhanced.

The childminder's highly effective teaching skills enable children to have high levels of confidence. They are happy, relaxed and secure in the childminder's home. The childminder enables children to be enthusiastic learners and they are eager to try new things. Consequently, children happily explore and investigate with others and independently. Children confidently talk to visitors about the caterpillars they are caring for. They proudly show off and explain how the caterpillars have grown in the jar and how they had counted fourteen days before they turned to a cocoon. The childminder has taught the children that the cocoons will turn into butterflies and they will release them in the garden. This helps children to learn about different life cycles and the natural world. The childminder has a small but well-resourced outdoor area. She has a wide range of equipment that helps children to develop their physical skills, including scooters and balls. She takes children to the local park on a daily basis where they develop their physical skills further, by using the climbing frames, slides and enjoy opportunities to run around.

The childminder is highly effective in her interaction with the children and significantly extends their learning using open-ended question to challenge their thinking. She skilfully knows when to step back and allow the children to explore for themselves. The childminder fosters children's interest in books as she reads stories to them and displays them around the room. She supports children with English as an additional language extremely well. Parents are supportive and provide key word labels that the childminder has used to make small books. She uses important key and comfort words matched with pictures and in both their home language and English. These picture books are used by the children to help them communicate and to support their learning. Resources are labelled effectively with print and photographs. However, there are fewer labels that identify everyday objects in English and in the home languages of children who attend to enhance children's understanding that words carry meaning.

The childminder successfully involves parents in children's learning. She obtains information from them about starting points and regularly shares the profiles with them. The childminder provides story bags that children take turns to take home. She puts activities in the bag for children to do with parents while they are at home. Children bring back the bags and the activity they have completed and talk to the other children about what they have done. A dinosaur called 'Dino' regularly goes home with the children. He goes on outings with the children and their family. The children take pictures of where he has been and keep a record of his journeys at the childminder's home. All children get involved in this and older children draw pictures of his adventures. These activities promote a joined-up approach in partnership with parents and extend children's learning at home. She provides parents with comprehensive information about the learning and development requirements. She explains how activities link to the areas of learning to enable parents to have a secure knowledge and understanding of their child's development. The childminder maintains detailed profiles on all children with both photographic and written evidence of their achievements. Extremely well-focused observations clearly identify children's development and used highly effectively to plan tailored learning experiences. The childminder completes a summary of achievements

every three months so it is easy to see at glance any gaps in development. Due to these effective processes, the childminder knows the children extremely well and this enables children to benefit significantly as their individual needs are met effectively. The childminder completes the written progress check for two-year-old children and tracks all children's learning effectively. The childminder's high quality teaching skills help children to be exceptionally well prepared for their next stage of learning or education.

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

The childminder's nurturing, kind and caring approach helps children to build strong, secure and trusting relationships. Children confidently approach her for help and support. Settling-in visits are arranged and parents report that the children are extremely happy and settled. The childminder gathers information from parents about children's likes and dislikes and this enables children to settle quickly. Children are familiar with the home routines. They self register as they arrive and hang their coats on low-level pegs. Pictures of activities and outings they have done are displayed around the home. These measures help children to feel a strong sense of belonging. They flourish as a result of the sensitive support they receive from the childminder. Children are extremely well behaved as they purposefully engage in age-appropriate play. The childminder provides a highly stimulating, age-appropriate environment that children thoroughly enjoy.

The childminder promotes healthy lifestyles as children enjoy healthy snacks and nutritious homemade dinners. Children understand and follow routine hygiene practices as they wipe the tables and wash their hands before snack time. They independently use knives to cut up their fruit and confidently tell visitors what their favourite snack is. The childminder implements secure policies and procedures to promote children's understanding of healthy lifestyles and she works closely with parents for a consistent approach. The childminder makes excellent use of the outdoor area to enhance and promote children's learning. They enjoy the fresh air as they look for creepy crawlies and tick them off the list as they see them. Children learn about road safety while they are out with the childminder and always wear high visibility jackets. They learn about safety inside the home as the childminder gently reminds them why they should sit on the chair properly and gives good explanations. This enables children to assess risks for themselves and keep themselves safe.

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

The childminder has an exceptional understanding of her responsibilities in meeting the requirements of Early Years Foundation Stage. Children significantly benefit from the childminder's passion, dedication and commitment towards them and their families. The childminder has comprehensive documentation to support her practice. Profiles for children are maintained and regularly monitored to enable the childminder to plan a tailored programme of activities. Coloured coded assessments clearly show that children make exceptional progress in all areas and are shared with parents. The childminder is

enthusiastic and passionate about developing her own knowledge and skills to continually enhance her excellent practice. She is proactive at seeking out information and attending training and is currently exploring 'schemas' as a further tool to identify and meet individual needs. The childminder completes a comprehensive evaluation of her provision and includes parents and children in the process. Her previous experience in good quality early years work demonstrates her highly successful drive to maintain the highest levels of achievement for children over a sustained period of time. She is innovative in finding ways to improve and currently is putting together an alphabetical list with photographs of all her resources, to enable all children to independently self-select and make further choices in their own learning.

The childminder has a secure understanding of safeguarding procedures and updates her training regularly. She risk assesses the home environment and all outings to clearly identify and minimise risks to keep all children safe. All adult members of the household are vetted and a record is maintained of all visitors to the home. The childminder has excellent relationship with parents and others. She shares detailed information with them about her practice and children's development. Parents report at the inspection that they are extremely happy with the care their child receives and would recommend to friends. The childminder works in successful partnerships with other nurseries. They exchange information about the progress children make, what interests they have shown and their achievements. This enables children to have excellent continuity of care. The exceptional teaching skills and high quality of care the childminder provides ensures children of all ages and abilities flourish and make significant progress.

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

Unique reference number	EY424496
Local authority	Surrey
Inspection number	798363
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
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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