

<b>Inspection date</b>	06/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
		1
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**

- Children's individual needs are extremely well met and they develop excellent self-confidence because the childminder adapts her approach so they are challenged in their learning and develop skills and knowledge they need for future life.
- The childminder provides children with extremely interesting resources and experiences that inspire them during their play and help them to make excellent developmental progress.
- The childminder constantly reflects on her practice and uses her positive involvement in children's play to extend their learning and provide them with a varied and fun range of activities.
- Children develop enquiring minds because the childminder adapts her approach to their individual abilities, gives them information that challenges their thinking and always gives them plenty of time to consider information and respond.
- The childminder forms exceptionally positive caring relationships with children, which means they are extremely happy to be in her care.
- The childminder works very effectively in partnership with other early year's provision that children attend to fully compliment their 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 and outdoor activities in the childminder's 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 parents' comments within documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder registered in 2013. The childminder lives in Tadworth in Surrey with her husband and their one child. The whole ground floor of the childminder's house and one bedroom on the first floor is used for childminding. There is a garden available for outdoor play. The family has a pet dog. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll under eight years, four of whom are in the early years age range. All children attend on a part-time basis and most children currently on roll attend for a short time before and after school. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school.

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

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

- consider extending the range of outdoor play equipment to provide children with further challenge.

### Inspection judgements

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

Children's individual needs are extremely well met and they make excellent progress in relation to their developmental starting points. They are stretched and challenged in their learning, including those who are above expected levels of development because the childminder adapts her approach according to their individual abilities. Children show extremely good self-confidence, are exceptionally keen to learn and are well prepared for starting school and their future. The childminder uses her expert knowledge of the areas of learning to provide children with varied and imaginative experiences that successfully inspire them during their play. She dedicates her time to helping children learn by talking with them in a very positive way and making suggestions to which children respond with enthusiasm. Children persist with activities and frequently introduce their own ideas during their play. The childminder follows their lead and uses every opportunity to make learning fun. For example, when children decide to be pirates and make up related songs, she fully embraces their decisions and actively joins in their imaginative play. She talks with children in an animated way and promotes their interest in books and ability to concentrate by using puppets while reading stories.

The childminder shares information with parents and provides them with developmental summaries and daily feedback about their children's individual progress. She invites parents to share their observations of children's achievements at home, which means

they are fully involved in children's learning and development. The childminder is excited by children's rapid progress and can clearly identify how this has been achieved. For example, through counting and using lots of visual clues and repetition children have made exceptional progress in this area of their mathematical development. Children make and identify shapes in the sand and notice and talk about similarities while using puzzles. They have very good opportunities to make designs as they use a wide range of resources and show enthusiasm for painting. They make collages, manipulate modelling dough and draw. The childminder gives children plenty of time to express themselves and listens attentively to what they say. She frequently engages in conversations that fully develop children's understanding and range of vocabulary. The childminder recognises children's individual abilities and appreciates their efforts by constantly responding to what they say. For example, when children see and say the sound of the first letter of their name next to their flannel in the cloakroom, the childminder embraces their enthusiasm as they say the sounds of the letters and draw them in the air.

Children learn about the world around them as the childminder makes the most of what children see during their play. For example, when they notice a bird while playing in the garden, the childminder gives them detailed information about how the birds feed their babies. She takes children on a range of outings, for example, to a local pet shop to see reptiles and small animals and on nature walks on a nearby farm where they collect natural items. Children run, hop and skip with confidence and extend their physical abilities using rings suspended for a climbing frame in the local recreation ground. They show excellent coordination during singing and dancing activities and are beginning to show good hand eye coordination as they write their name and shell peas. Children say they particularly enjoy outings to soft play facilities which provide good opportunities for them to be active and develop control of their movements. However, the childminder does not have a wide range of play equipment accessible in her garden to provide children with further physical challenge.

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

The childminder challenges children to think and find out more and frequently provides explanations in response to what they say and see. For example, she encourages them to notice a snail on her drive and talks about the trail it leaves behind and why they need to put it back in the flower bed. She consistently motivates children to try things for themselves, while providing support. Consequently, children develop enquiring minds, show great determination and a sense of achievement. The childminder has an extremely caring and patient approach and forms very close relationships with children which means they are very happy and settled in her care. This can be seen as children make up and sing songs to the childminder, such as 'I love you and I am coming back again'. The childminder gives children her full attention to help them achieve their aims and asks questions that fully challenge and extend their learning. Consequently, children show great enthusiasm and motivation as they independently write their name with most letters correctly formed. They ask the childminder to help them identify the order of the letters and concentrate exceptionally well as they persist and challenge themselves by asking her questions about the formation. Children are extremely well

behaved and polite. They play cooperatively with other children and enjoy the company of older children as they play together in the recreation ground after school.

The childminder keeps routines flexible, so that children can pursue their interests and choose what they want to do. She provides excellent opportunities for children to take the lead in their play. For example, as they decide to make sandcastles and enthusiastically say 'lets get digging' and tell the childminder they 'need a flag'. Children are provided with an extremely warm, welcoming environment and an excellent range of activities that promote their interest in learning. For example, the childminder puts real sea urchins, shells, and crab claws in the water and sand tray. This motivates children as together they talk about the origin of the objects from different parts of the world. Children's interest is evident as they ask the childminder questions about what the creatures within the shells eat. They create the shape of the shells by filling them with sand. The designated playroom is very well organised with a wealth of exciting resources that promote children's independence in their play. Children's good health is extremely well promoted. The childminder provides children with healthy homemade meals and snacks and regular opportunities to be active. She gives children an exceptionally good choice of healthy food and fruit which they buy together from a local shop on a daily basis. The childminder promotes children's awareness of healthy eating by initiating activities, such as making dolphins using grapes and bananas. Children help to prepare their meals and know what they like and do not like. Children are beginning to develop an awareness of their own safety, as recognise they need to sit in their own chair at the table for snack time. The childminder fully values diversity and successfully promotes children's awareness of their own and other's culture. For example, children make biscuits, baskets and paper flowers for mother's day, colourful wreaths for Christmas, and paper dragons on sticks and gold coins in a money purse in recognition of Chinese New Year. Children move smoothly between the childminder's home and other early year's provision because she liaises closely with the staff and gives top priority to meeting children's emotional needs.

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

The childminder has an excellent knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare. Children's safety is extremely well maintained through the use of risk assessments. For example, there is a weight bearing cover fitted to the pond in the outdoor play area. Children are exceptionally well supervised and the premises are very secure. The childminder makes sure children stay close to her in the enclosed playground during school runs. The childminder makes very good use of guidance to record and promote children's developmental progress. Consequently, she has an excellent overview of the curriculum which she uses to provide a range of activities that promote children's learning towards the early learning goals. The childminder monitors the activities she provides and can clearly identify how some children are exceeding expected levels of development since she has started caring for them.

The childminder clearly understands and meets the requirements of the Early Years Foundation Stage. Since registration, she has attended additional training on outdoor learning which she has used in her childminding practice to improve the quality of how she links indoor and outdoor play. She now uses natural resources effectively to promote all aspects of children's development and has developed her awareness of how to reinforce and strengthen children's learning. She has started to gather resources for children to build dens outdoors and has been saving lots of safe household objects for children to use. For example, to make bubble streams using bottles and socks.

Self-evaluation is exceptionally good. Children's comments in questionnaires show they are happy with the provision. The childminder gives considerable thought to all aspects of her provision. This includes seeking parents' and children's comments which show they are happy with the provision. Parents say 'my child is more settled with you than ever before in his life and this means that I am extremely happy with the childcare you provide. He is comfortable in your home with you, your husband, the dog, your own child and the other children'. Since registration, the childminder has successfully increased her exceptional knowledge of learning and development guidance and how to promote their learning. She has clear aims to further improve the provision. For example, through learning about how children learn through using natural resources. The childminder develops very positive partnership and communication with parents and other early years provision. She has an extremely good knowledge of what other early years provisions are helping children to learn. She introduces these aims and objectives that provide children with continuity in their learning. For example, she asks children questions while children play with water and sand that help them identify the weight of objects and learn about sinking and floating.

### **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>	EY469679
<b>Local authority</b>	Surrey
<b>Inspection number</b>	943500
<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>	7
<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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