

Inspection date

Previous inspection date

16/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

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

- The childminder has an excellent understanding and knowledge of her responsibilities with regards to safeguarding and as a result, children are kept safe and secure.
- The childminder is exceptionally experienced and skilled at being able to promote children's personal, social and emotional development. Consequently, children are happy and confident.
- The childminder is totally dedicated and enthusiastic. She embraces training opportunities to further her extensive skills and knowledge. This results in extremely good outcomes for children.
- Children's learning and development is exceptionally well supported as the childminder encourages and supports children as they follow their own interests and way of learning.
- The childminder works exceptionally well with parents and other agencies and professionals. She has vast experience of multi-agency working and how this provides invaluable support to promote children's learning and 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 observed children as they played in the indoors and garden.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of policies and procedures and children's assessment records.
- The inspector took account of parent's written comments.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Daphne Brown

Full report

Information about the setting

The childminder registered in 2014 but has previously been a registered childminder for nine years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school-aged children in Merstham, Surrey. The whole of the ground floor is available for minded children and there is a garden for outdoor play. There are currently three children on roll in the early years age range. Children attend for a variety of sessions. The childminder operates all year round, Monday to Friday with the exception of family holidays. The childminder is also a registered foster carer. She has a qualification in childcare at level 3. The family has one dog.

What the setting needs to do to improve further

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

- continue to develop the stimulating outdoor environment, so that children have more opportunities to learn about nature and growing plants.

Inspection judgements

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

Children benefit from a highly stimulating, motivating and nurturing environment provided by the childminder. She has an excellent understanding of how children learn and develop, which helps her to provide an extremely enabling environment to support children's individual learning styles. The childminder uses an online system to record and monitor her observations and assessments on the children. This allows her to identify children's next steps and then plan activities according to their interests and needs. The childminder promotes the prime areas of learning and development exceptionally well. Therefore, children have an excellent foundation on which the specific areas of learning and development can be built. She has vast experience and knowledge of how children learn and skilfully creates activities where children are able to explore, discover and be active in their learning. For example, children become fully engrossed as they investigate a large tray filled with play gel. The childminder extends children's language as she uses words such as 'squidgy' and 'squashy' as they scoop handfuls of gel into their hands. She extends their learning experiences as she allows them to transfer the gel into different containers and onto the lid of the tray where they are able to stand and slide with bare feet in the gel. The children show immense concentration as they are given the time and opportunity to follow their own interests, making their own discoveries.

There is a positive balance of child-initiated play and adult-planned activities. Planned activities include themes, which are used to support children's interests and their next

steps in learning. For example, children's interest in a dinosaur book leads to the childminder providing lots of different size dinosaurs for the children to role play using the play gel. The childminder uses an online system where she is able to upload all her observation, assessment and children's next steps in their learning and development. These are linked to the areas of learning and development so the childminder is able to track the children's progress and identify any gaps. It also means she has been able to identify when any additional needs are required to meet the needs of the children. She has considerable experience at knowing how to access this support and works very positively and effectively with many external agencies to ensure children are making the best progress they can. The childminder has an excellent understanding of the importance of working in partnership with parents as well. She effectively gathers information to support the completion of the progress check at age two and parents are fully involved in this process. The childminder ensures she has important information about children's needs, interest, likes and dislikes before they start. This means children settle quickly as the childminder is able to plan a stimulating and welcoming environment for them. Her knowledge of each child's needs is extensive and she works closely with other early years provisions and schools to help them prepare for the children's move and their future learning.

Children thoroughly enjoy choosing their own activities as they move between the indoor and outdoor environments. They benefit from being able to play outside whatever the weather as the garden has artificial turf and a large gazebo to protect children from the sun or shelter from the rain. A very good selection of toys are available for them to choose from. This helps to promote children's independence as they are able to pursue their interests, promoting equal access for all. Children do learn about nature in the garden as they plant and grow sunflowers. However, there is room to enhance this area further so children can explore more of the natural world. There are lots of opportunities for children to increase their physical development, with ride on toys, golf clubs and balls and a large trampoline surrounded with safety netting. Children enjoy using large brushes and coloured water to paint on plastic mats, walls and the decking area outside. This helps children develop muscles and coordination needed for their early writing skills. The childminder has given considerable thought into helping children develop an enjoyment of stories and books. She has worked closely with parents giving advice on how to encourage their learning at home. She makes stories come alive by acting out the narrative and using different tones in her voice to make them exciting and interesting. As a result, children are beginning to show a keen interest in books, which helps to develop their communication and language skills and literacy development.

Children's communication and language development is also supported exceptionally well. The childminder provides an environment rich in language as she talks to the children as they play, describing what they are doing. She sings songs to accompany the children as they play on musical instruments. Children who have English as an additional language are supported incredible well as the childminder has a range of creative systems in place. Parents are able to receive all information about her setting in their first language as the online system she uses translates this into their spoken language. For example, all policies and procedures, consent forms, accident and medication records and all observations and assessments the childminder completes on the children. Parents are then able to response in their preferred language as the system translates this back into English for the

childminder. The childminder uses this to complete a daily diary of what the children have been doing and illustrates this with photographs so parents are kept fully informed about the progress their child is making. The childminder has also researched other resources to support their understanding of English as she has laminated cards with words in English and in Portuguese. In addition, an application on her phone enables her to listen and learn the correct pronunciations of Portuguese words and phrases, for example she was able to tell the children to wash their hands in Portuguese and then repeat the phrase in English so children begin to understand and learn to communicate in English. This helps children settle quickly and develop a clear sense of belonging. Consequently, children are confident and willing to explore, choosing activities to support their learning and development.

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

The childminder is inspiring, flexible and has a thorough understanding of the children's individual needs. She and the children have lots of fun together. She is totally committed to ensuring children feel happy, confident and valued. Children's well-being is superbly enhanced as they form extremely secure emotional attachments with the childminder, and are very happy in her company. She is very aware of promoting the emotional needs of all children. She helps children understand their feelings and works relentlessly to ensure they feel respected and safe. Consequently, children's personal, social and emotional development is promoted exceedingly well.

Children interact well with the childminder; they are developing their social skills as they learn to play more cooperatively with each other. For example, they wait patiently for their turn when playing a pirate game and while playing with the gel, the children work well together as they pour the gel from one container to another. This is further encouraged as the childminder praises the children for supporting and helping each other. The childminder is an excellent role model for the children. She shows endless kindness and respect to the children, giving them choices and allowing them to make their own decisions. This gives the children the confidence to independently explore their environment and therefore, extend their learning. She shows a keen interest in what the children are doing, offering frequent praise and encouragement. Consequently, children are very well behaved because they are fully occupied, feel valued and show good levels of self-esteem and confidence. The low-level storage units have picture and word labels. As a result, children are able to recognise the contents of boxes and make their own play choices, supporting their growing independence.

The childminder works very hard with parents and the children to promote a healthy lifestyle. She relentlessly encourages the children to try new healthy foods. She involves them in the preparation of the food talking about what they would like, always offering a healthy choice. She makes sure children always have fresh drinking water in their beakers, which are kept on low-level units so children can independently access them. This means children remain hydrated and know they are able to drink whenever they feel thirsty. Children enjoy excellent opportunities for daily physical exercise because they have access to the garden at all times throughout the day. They learn about their bodies through activities, music and action stories and rhymes. They also gain an understanding of spatial

awareness as they ride tricycles around the garden, negotiating other toys, such as play tunnels and tents.

Children are very aware of keeping safe because the childminder talks to them about taking care of themselves and each other. She explains about holding hands or holding onto the pram when they are on outings. Children know how to exit the house safely in an emergency because they take part in regular fire drills, which the childminder records. She has comprehensive policies regarding accidents and administering medication, which are shared with parents so they know the procedures to follow. In this way, children are kept safe while in the childminder's care.

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

The childminder is highly motivated as she offers a fully inclusive, stimulating environment for children to learn and flourish. Children's safety is a high priority for the childminder. She has an exceptional knowledge of how to safeguard children and an excellent understanding of her responsibilities in terms of child protection issues. She is highly informed and confident in recognising the possible signs of abuse, and knows the procedures to follow should she have any concerns about a child's welfare. The premises are secure and the childminder makes sure children's supervision is given utmost priority. The childminder ensures that all suitability checks have been completed for household members, further promoting children's welfare. Her excellent organisation, thorough risk assessments and daily checks means children's safety is promoted at all times. The childminder has written risk assessments in place and she is able to discuss how she has identified and minimised potential hazards, which contributes towards children's safety.

The childminder is passionate, has extremely high standards of herself and is very proactive in supporting children to achieve and make excellent progress. She effectively monitors the delivery of the education programmes and confidently operates the online system to record her observations, assessments and children's next steps to share with and involve parents in the learning and development of their child. The childminder ensures that her practice is fully inclusive to support the needs of all children who attend. Extensive, varied and ongoing training and personal research is undertaken by the childminder. This means she continues to provide the highest possible learning opportunities and care for children. She continually evaluates her practice, identifying areas she would like to improve to enhance her already strong skills and knowledge, such as extending the outside area to include a vegetable patch.

The excellent partnership with parents and other professionals contribute significantly to meeting children's learning and development needs and promoting their well-being superbly. The online system means a two-way sharing of written and verbal information is shared with parents on a daily basis. The views and comments of parents are sort through regular questionnaires and include comments such as the, 'wonderful balance of nurturing, discipline, education environment in which children obviously thrive.' The childminder knows how valuable it is to work in partnership with external agencies to ensure

appropriate interventions for children who need additional support. Consistency of care is further promoted, as the childminder has established purposeful working relationships with others providing care for the children. For example, she exchanges information with a local pre-school, so that they can work together to ensure that children are offered consistent support. She is innovative and inspirational and provides an excellent service for children and families who attend her setting.

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	EY473494
Local authority	Surrey
Inspection number	951364
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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