

<b>Inspection date</b>	17/06/2014
Previous inspection date	10/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- The childminder has a good understanding of the Early Years Foundation Stage requirements, and of how children learn and develop. As a result, children make good progress in their learning.
- Children are developing independence in their play because they can choose for themselves what they would like to play with from the range of resources available.
- The childminder provides a secure environment to enable children to feel safe; as a result, they can explore and investigate safely.
- The childminder has a full range of policies and procedures in place that support her practice. She shares these effectively with parents providing them with a range of information about her responsibilities and practices.

### **It is not yet outstanding because**

- The childminder does not give enough attention to some aspects of the educational programme; therefore, she does not sufficiently promote children's understanding of the world.

## 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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed childcare practice and opportunities provided to the children that were present.

## Inspector

Patricia Edward

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband, parents and three children one of whom is an adult. She lives in Staines, located in the borough of Spelthorne in Surrey. The areas of the home used for childminding purposes include the ground floor, living room and conservatory. There is a garden for outdoor play. The family have a pet dog. The childminder works with an assistant. The childminder holds a level three early years qualification.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll; six of whom are in the early years age range. Children attend on a part-time basis. The childminder offers care on Monday to Friday all year round.

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

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

- develop the education programme for understanding of the world to ensure that children have opportunities to explore the natural world.

## Inspection judgements

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

The childminder has a good understanding of the early learning goals and the seven areas of learning. She provides a wide variety of activities and experiences both inside and outside the home. All of these support children's learning and development well and help children develop the necessary skills for their future learning. Children engage in a balanced range of adult-led and child-initiated activities to develop their learning through play.

The childminder compiles learning folders containing regular written and photo observations of the children's achievements across the seven areas of learning. She uses a variety of guidance to effectively chart their progress. She skilfully identifies the children's next steps in learning and plans activities to help them achieve these. Parents are free to view their children's records at any time and the childminder also shares information verbally about their children's progress. The childminder is well aware of the need to implement the progress check for children when they reach two years old to assess their progress. She shares the two-year-old summary report with parents.

Children enjoy playing outside in the garden where the childminder organises an assault course, which aids the development of the children's physical skills. The childminder

extends the activity to teach the children to count the number of bounces encouraging their mathematical skills. The childminder engages children in conversations this supports children's communication and language skills well. The childminder sets up books in the play tent to support children's interest in books. She teaches children to develop a knowledge of the alphabet when they use laptops. The childminder provides children with good access to a range of technology resources, such as torches and homemade audio photograph album. This effectively supports children's information and communication technology skills and supports their language and literacy skills further.

The childminder displays photographs of the children and their families, which promotes opportunities for them to talk about themselves and others. The childminder teaches children to value people and their communities by providing access to books and dressing up clothes that reflect positive images of diversity. She helps them learn about a range of cultural festivals throughout the year such as Chinese New Year, Diwali, Easter and Christmas. During these times, children have opportunities to create their own pictures of Chinese Dragons and sample Chinese food using chopsticks. However, children have limited opportunities to explore and learn about the natural world, for example through bug hunts, planting and tending to seedlings.

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

The childminder fosters children's personal, social and emotional skills well. They have secure attachments with the childminder and are happy and content in her care. The childminder organises her home well to make certain it is clean, welcoming and child-centred. She has organised the main play areas well so that the children can access the equipment independently. The childminder makes good use of praise, which promotes children's confidence and supports them to have a positive self-esteem. She acts as a good role model and provides consistent routines. Children learn about good behaviour and the importance of being kind to others, through the house rules. Children are learning to be independent appropriate to their ages, for example they put on their own shoes when going into the garden. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. They regularly take part in emergency evacuation drills and are learning about road safety when on outings.

Children are developing a positive attitude to a healthy lifestyle. They benefit from fresh air and exercise on a daily basis, through visit to parks and local playgroups. The childminder organises her garden well to enable children to gain access to a range of equipment. These include a trampoline, tunnels, sit and ride cars and seesaws. The childminder ensures children have opportunities to rehydrate throughout the day by providing them with drinks. The childminder has clear information from parents concerning children's specific dietary needs and ensures she follows this to keep children safe. She promotes children's understanding of hygiene through effective daily routines that help them to manage their own personal care needs. Children wash their hands after using the toilet and before meals. These routines provide them with useful life skills and prepare them for when they move on to school or other early years settings.

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

The childminder demonstrates a good knowledge of her responsibilities to safeguard the children in her care. She has devised effective procedures and up-to-date information to follow in relation to safeguarding matters. The childminder supervises the children closely and takes good steps to keep children safe at all times. She has undertaken risk assessments for the home and for each individual outing to minimise hazards and to keep the children safe. The childminder protects children's safety in the home further because she uses a range of fire safety equipment, including radiator guards, smoke alarms fitted to all floors of the home and a fire blanket in the kitchen area. The childminder has devised an emergency evacuation procedure, which the children practise to develop their understanding of what to do in an emergency. The childminder has devised and implemented a wide range of written policies and procedures that she shares with parents. These help to inform parents of her responsibilities and practice.

The childminder has a positive attitude to training and since her last inspection has completed a multitude of courses. These include making it better for boys, first aid, food hygiene, progress check and beyond these walls. The childminder has a secure understanding of how to give first aid, how to prepare food safely and how to carry out the two-year-old assessment and complete the summative report. The childminder has implemented effective systems for evaluating her practice. All of which enable her to ascertain the effectiveness of her provision in meeting the care and learning needs of the children. Since her last inspection, the childminder has increased opportunities for children to develop their creativity and developed effective links with other providers delivering the Early Years Foundation Stage. All of which demonstrates her commitment to continuous improvement and improving children's learning and development.

The childminder has a good awareness of children's individual needs and works closely with parents to ensure their continuity of care. She keeps parents informed of their children's progress and all events of the day through daily discussions. She is currently caring for a number of children who attend other early years settings. The childminder has developed suitable links with other educational settings that children attend sharing information to ensure consistency in the children's learning and care.

### **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>	160567
<b>Local authority</b>	Surrey
<b>Inspection number</b>	953105
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/12/2009
<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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