

## Inspection date

Previous inspection date

16/07/2014

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 make good progress because the childminder uses her good knowledge of their achievements to move them on in their learning and patiently responds to their individual interests in a positive way as she joins in their play.
- The childminder successfully promotes and stretches children's language development by adapting her communication according to their individual abilities.
- The childminder works effectively with parents to meet children's individual needs.
- Children are motivated in their play because the childminder provides them with a good variety of activities, outings and resources.

### It is not yet outstanding because

- The childminder has not developed strategies to help all children learn that some things are theirs, some things are shared, and some things belong to other people, to promote their cooperation during their play.

## 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 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.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Knaphill, Woking. The childminder uses all downstairs rooms for childminding purposes, as well as one of the bedrooms on the first floor if children need to sleep. There is a garden that is usually available for outdoor play. The family has two pet cats. The childminders' provision operates from Monday to Thursday, 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 four children on roll under eight years of which three are in the early years age range. 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 and attends several toddler groups on a regular basis.

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

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

- develop strategies to help all children learn that some things are theirs, some things are shared, and some things belong to other people, to promote their cooperation during their play.

## Inspection judgements

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

The childminder has a good knowledge of children's individual needs and progress. She adapts her approach according to how children feel and skilfully and patiently uses every opportunity to promote their learning. She notices what arouses their curiosity, sensitively joins in their play and fits in with the choices they make. Children are provided with a good balance of adult-led and free play activities. The childminder takes them on lots of outings to woodland areas, parks, zoos and centres with science resources. She often takes a picnic so that children have plenty of time to explore. The childminder works closely with parents to help children to settle and successfully engages them in their children's learning. Consequently, there is a consistent approach to meeting children's individual needs. The childminder provides parents with termly newsletters with information about any policy changes, details of activities and regular summaries of their children's progress. The childminder uses observations of children's play to set realistic goals that successfully help children achieve and make good progress. She has a very flexible approach to routine events and embraces children's enthusiasm for activities by joining in their play and extending their learning through asking open questions. Children are motivated in their play because the childminder responds to their interests and builds on activities they enjoy. For example, in relation to a child's enjoyment of playing with water she provides different activities, with coloured water, bubbles and different sized

containers for them to fill and empty. She also obtains books and resources related to their favourite cartoon characters.

Children show a strong exploratory approach during their play and develop the skills they need for their future and starting school. The childminder introduces resources that promote children's ability to persist with activities, for example, large bottle tops which they use whilst playing with small wheeled toys. She uses every opportunity to interact and promote their language development. For example, she initiates games of hide and seek using soft toys. The childminder engages in detailed conversations with older children, reads books, and answers their complex questions in a considered and thoughtful way. For example, when they ask about what plants need to help them grow. The childminder asks all children questions and adapts the way she communicates with them individually, which successfully stretches their language development. Children develop control of their movements during parachute games and run around with excitement during regular visits to local parks. Some children have started to use equipment independently, such as slides.

Children develop good hand and eye co-ordination as they fill and empty containers whilst playing with sand, dried rice and water. The childminder extends the opportunities for children to practice these skills by taking them to a local paddling pool where they enjoy filling and emptying buckets with water. Older children develop confidence in their physical abilities and with the childminders guidance, they learn to use a rope ladder and slide down a pole by themselves. Children enjoy using technology, such as cameras during outings and show interest as they watch wind catchers blowing in the wind. They learn about the features of living things whilst looking at rabbits, chase chickens and watch penguins swimming during outings to a farm and bird sanctuary. Children show great interest in learning the sounds of letters which develops their pre-reading skills. The childminder responds to their interest, for example, by playing games of 'I spy' and extends this learning by encouraging them to identify other words that start with the same letter.

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

Children show good self-confidence and independence as they choose resources. They persist with achieving their aims, for example, as they play with a toy cooker and enjoy discovering how to open and close the door and put objects inside. Children separate easily from the childminder during visits to toddler groups and are keen to engage with other children and join in their play. The childminder stays close to younger children during these visits, which helps them to feel reassured and secure. Children form close relationships with the childminder, are generally well behaved and enjoy being together. The childminder patiently helps children learn to share the play equipment and provides resources that are the same to reduce any frustration. However, she does not always use strategies to help all younger children learn that some things are theirs, some things are shared, and some things belong to other people, which leads to occasional minor incidents where children do not play cooperatively.

The childminder helps children to develop an understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs. She provides children with homemade meals and snacks that include healthy items, such as fresh fruit. Children are motivated during their play due to the good range of indoor and outdoor resources the childminder makes easily accessible. Children feel safe and secure due to the caring and nurturing approach of the childminder who teaches them about their own safety, for example, when walking to and from school. The childminder responds to children's individual needs in a caring and considerate way. She promotes their developing awareness of diversity, through the provision of resources that reflect positive images, such as books and dolls. Children move smoothly between their home, school and the childminders provision because the childminder effectively meets their individual emotional needs.

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

The childminder has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board. She fully understands her responsibility to protect children's welfare and as part of the registration process has completed safeguarding training. This has helped her to gain confidence in knowing what action to take if she is concerned about a child. The premises are safe and secure and children are well supervised at all times. The childminder makes good use of risk assessments to maintain children's safety. For example, she does not currently use the garden for childminding purposes while building work takes place at the rear of the premises. Since registration, the childminder has attended additional training on planning, observing and documenting children's learning. This has developed her confidence about the way she completes children's learning journeys. As a result, the childminder has developed the way she seeks information from parents about children's progress at home to provide continuity in children's learning. She has found that this has confirmed the good information she receives verbally from parents each day.

The childminder effectively monitors children's progress and adapts her approach to ensure activities have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. The childminder clearly understands and meets the requirements of the Early Years Foundation Stage. She regularly reviews her understanding of policies and procedures to ensure they are effectively implemented in everyday practice. Self-evaluation is good. The childminder reflects on the quality of the provision and asks parents if they are happy with the care of their children to inform self-evaluation processes. Since registration, the childminder has improved the organisation of the provision, for example, by cooking meals in advance so she can spend more time interacting in children's play. She has clear plans in place for future improvement, for example, to extend the range of garden activities in relation to children's love of being outdoors. The childminder establishes good communication with parents and other early year's provision that children attend. She receives regular information from the local pre-school about activities in their setting, which she uses to plan activities that extend what children have already learnt, for example, planting sunflower seeds. Consequently, this

provides children with continuity in their care and learning.

### **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>	EY472185
<b>Local authority</b>	Surrey
<b>Inspection number</b>	948518
<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>	4
<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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