

Inspection date

Previous inspection date

28/08/2014

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	1
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 provides a loving stimulating environment, which effectively promotes children's all round development. Children are happy and develop strong emotional well-being.
- Teaching strategies ensure that children fully immerse themselves in carefully considered resources and activities, which enable them to make links in their learning through memorable activities and experiences.
- The method taken with the arrangements for children and their parents when they attend means that a consistent approach is provided. This enables children to make good progress.
- Partnerships with parents are good and make a strong contribution towards the childminder effectively meeting the children's individual needs.

It is not yet outstanding because

- There is scope to enhance the strategies used to engage parents in their children's learning at home.

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 throughout the inspection and observed a variety of activities both indoors and outside.
- The inspector looked at children's assessment records, planning, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector read the childminder's detailed self-evaluation form as provided by the childminder.
- The inspector took account of the views of parents by reading a number of comments on questionnaires, references and letters to the childminder.

Inspector

Janet Thouless

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and young children in Walton, Surrey, close to shops, parks, schools and public transport links. The childminder uses the whole of the downstairs for childminding, as well as bedrooms on the first floor for sleeping purposes only. There is a garden available for outside play. The family have two pet guinea pigs. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group. The childminder collects older children from the local school. She provides care from Monday to Saturday, all year round, except public holidays. Her normal hours of operation are 7.30am to 6.30pm but she will consider working outside these hours to suit parents' requirements.

What the setting needs to do to improve further

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

- enhance the ways that parents are engaged in children's learning at home to maximise opportunities for children's learning at each stage of their development.

Inspection judgements

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

The quality of teaching is good. The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She has very high expectations of herself and of the children in her care. She makes regular, accurate observations, assesses learning styles and tracks children's development. She uses this information to plan for the next steps in children's learning. The childminder completes the progress check for two-year-old children and uses this, along with her tracking of children's achievements, to identify any gaps in their development.

The childminder seeks detailed information from parents when children begin at her setting. This information forms part of the childminder's initial assessments of the children to enable her to identify their starting points in learning. In addition, the childminder compiles summary and end of term reports so parents are fully aware of their children's ongoing progress and next steps in learning. Although the childminder shares information with parents to enable them to extend their children's learning at home, there is scope to extend this further. For example, by providing ideas for activities which are individual to each child's current stage of development to maximise their home learning.

The carefully considered balance of child-initiated and adult-led activities ensure children are very engrossed and having fun. The childminder provides rich, varied and imaginative

experiences and plans outings to local places of interest. For example, during a visit to lavender field's children enjoyed smelling the heavily scented lavender, watched bees and learnt about the colour purple. At the manmade beach they build sand castles, feel the texture of sand on their toes and paddle in the water. Children enjoy identifying the many animals at the petting farm and learn to care for the guinea pigs in the childminder's garden. These activities capture children's interests, challenge their skills and extend their play. As a result, children are highly motivated and eager to learn.

The childminder recognises the importance of communication in everything she does with the children. For instance, she constantly models language and introduces new vocabulary as children play or take part in daily routines. This helps to support children to make rapid progress in their communication and language development. For example, during a baking activity children discussed the softness of the butter, lightness and sprinkling of flour. Children are encouraged to follow the recipe identifying what ingredients and utensils they need. Children of all abilities enjoyed adding ingredients and stirring the mixture. They showed delight at cutting out shapes that are important to them such as the first letter in their name or the shape of their favourite racing car. The childminder sensitively joins in children's play and has a very good ability to engage with them during activities.

Children thoroughly enjoy looking at books; they snuggle in next to the childminder eagerly listening to the story. The childminder effectively develops their listening skills by asking them to find different characters within the storyline. To support children's learning further the childminder has developed nursery rhyme bags with puppets. Children sing rhymes with enthusiasm and enjoy exploring the accompanying puppet. Therefore, children are gaining valuable skills for their future learning.

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

Children are very happy and extremely settled in the childminder's care. This is because the childminder takes time to get to know the children and their families before they begin to ensure she thoroughly understands their routines, likes and dislikes. Consequently, children form very strong emotional attachments with the childminder. This supports their emotional well-being and helps them to settle quickly and enjoy their time with her. Highly positive partnerships with parents ensure that they receive detailed information about their children's achievements, well-being and development.

The environment is extremely child-friendly to ensure that children can be independent. Resources are plentiful and are stored in clearly labelled boxes and containers at child height in the lounge and conservatory. The childminder arranges resources enticingly outdoors to address all areas of learning. She decorates the garden with colourful windmills, wind chimes, mud table, pebbles and large shells to capture children's imagination. This supports those children who prefer to play and learn outdoors extremely well. The childminder displays children's creative work and their photographs attractively. Children's families are from a variety of backgrounds therefore the childminder has thoughtfully displayed family photographs and national flags, and children sample cultural cuisine. This helps children develop an exceptional sense of belonging, a feeling of being

highly valued and nurtures their understanding of other cultures. Children play well together and receive sensitive support from the childminder so that they learn to share and take turns.

Excellent systems are in place to promote children's awareness of a healthy lifestyle. There are daily opportunities for outdoor play, which enable children to gain plenty of fresh air and exercise. Children develop their physical skills when they visit local parks and play areas where they use a wide range of outdoor play equipment. The childminder supports children well in learning excellent hygiene practices through everyday routines, such as regular hand washing. Children confidently wash their hands before and after meals. In addition, the childminder ensures that self-care skills are very well established. For example, children learn to hang up their own coats and bags, take off shoes and dress themselves. The childminder provides a very good balanced menu of home-cooked meals and healthy snacks that children help prepare. Children talk about food that is good for them and make healthy choices from a range of fruits made available to them. The childminder creates a great sense of excitement when she suggests having a picnic in the newly acquired playhouse in the garden. The childminder knows children's special dietary requirements and works in close partnership with parents and other professionals to achieve this.

Children are extremely independent in the childminder's home. They talk confidently about keeping themselves and others safe as they play. They know to keep small items out of reach of younger children to prevent a choking hazard. They participate in fire drills and road safety while on outings. Therefore, the childminder prepares children very well for their next stage of development.

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

The childminder has a high regard to promoting children's safety and demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has a good range of policies and procedures in place that she updates regularly to further enhance the safety of the children. She follows the Local Safeguarding Children Board procedures in relation to recording and reporting any concerns she may have about the well-being of the children in her care. Parents receive start up packs, which include safeguarding procedures so they remain fully informed. All adults in the home complete checks to ensure their suitability. Therefore, children are fully protected. The childminder visually checks the premises and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children both inside and outside the house.

The childminder attends training, researches good practice and reads current childcare literature to develop her knowledge of child development. Therefore, she has a good understanding of the learning and development requirements. The childminder has completed a successful self-evaluation. Her strengths lie in her ability to provide an exciting range of activities that children enjoy and in her good communication with

parents. The childminder is totally committed to continuous professional development and has identified clear priorities for improvement to maintain a high standard of practice.

The childminder has very close and good working relationships with parents. They are warmly welcomed and positively encouraged to be actively involved in their children's learning. The childminder shares children's development records with parents so that they know exactly what progress their children are making. Parents and children are fully involved in the childminder's self-evaluation process through questionnaires and regular discussions. She acts on any suggestions made, for example, when children enjoyed particular outings more events were organised. In addition, parents' suggestions for an end of term report have been introduced. This helps to ensure consistency in children's care and learning. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. For example, they make comments including; 'my child is always happy and excited to be in your company, routines and activities are fabulous' and 'I love the pictures and messages giving me an update on how the day is going and makes me as a parent feel secure.' The childminder has established strong links with other agencies and other professionals to seek guidance and advice for children when needed.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475131
Local authority	Surrey
Inspection number	960421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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