

<b>Inspection date</b>	20/10/2014
Previous inspection date	08/07/2009

<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 provides a warm, welcoming and stimulating environment where children are happy and relaxed. Children enjoy their play, concentrate well and engage enthusiastically in planned activities.
- The childminder fosters good relationships with the children. She is kind, caring and shows affection towards them to build children's independence and encourage them to become active learners.
- The childminder understands and meets children's individual needs well. She incorporates children's interests and abilities well into the planning of activities, which enables children to gain maximum enjoyment.
- The childminder demonstrates a secure understanding of how to safeguard children in her care, which enables her to promote their well-being effectively.

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

- The childminder does not maximise opportunities to help children develop their interest and awareness of written words indoors and outside
- Not all children have had the opportunity to practise the fire evacuation procedure to enhance their understanding of safety within the 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 observed activities in the childminder's home.
- The inspector viewed a range of paper and electronic records and planning documentation.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the written views of parents.

## Inspector

Hazel Stuart-Buddery

## Full report

### Information about the setting

The childminder has been registered since 2003. She lives with her husband and their two children in Frimley. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with sleeping facilities available on the first floor. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of five children at any one time and currently has seven children on the register, four of whom are in the early years age range. She is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association and attends the local carer and toddler group.

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

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

- enhance children's awareness of how to keep themselves safe, for example, by practising the fire evacuation drill regularly
- maximise children's opportunities to promote their interest in written words and help them to understand that print carries meaning, for example through visual displays indoors and outside.

## Inspection judgements

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

The childminder is an experienced provider who has a good knowledge and understanding of how children learn and develop. The quality of teaching is good because the childminder plans and prepares activities well, which enables all children to join in and get maximum enjoyment. The childminder completes regular observations of the children and uses this information to plan and prepare a range of play experiences that reflect their interest and abilities. She records children's achievements and progress on a secure electronic system and summarises what they achieve every term. This means the childminder knows the children well and can effectively plan for their next steps in learning and development. As a result, children make good progress and are prepared well for moving onto nursery or school. The childminder involves parents in their child's learning effectively. She obtains detailed information from parents about children's likes, dislikes and developmental progress. This enables her to pitch activities at the right level so that no learning time is lost. The childminder encourages parents to access the secure electronic system to keep them informed about their child's progress and add any comments that may enhance learning further. The childminder completes the progress

checks for children who are aged two-years-old and fully shares them with parents.

Children are very happy, relaxed and play well together and independently. The childminder plans adult-led activities well, in advance. She explains to the children what the activity is all about and effectively enthuses them, which results in all children becoming very excited. The children listen carefully as they follow instructions to place the mat on the floor. The childminder explains that this is a messy activity and that the children need to take off their cardigans or roll up their sleeves. The childminder encourages the children to do this independently and supports those children who need extra help. Children received lots of praise, as they were very polite when they asked for help to take off their cardigan. Children giggled with excitement as the childminder brought in a large pot of dyed spaghetti. The children used their hands to feel the spaghetti and noticed how cold it is. The childminder has made some cards with different pictures/objects that reflect Halloween. The children looked at the rubbers that mirror the pictures on the cards and placed them in the spaghetti. They took it in turns to shake the box and mix up the rubbers. Each child took it in turns to rummage around the box and find a rubber; they then saw if it matches a picture on their card. Children received lots of praise and encouragement when they matched correctly. This gives them the confidence to try again and again. Younger children happily matched the objects and older children confidently counted how many they had matched. All children enjoyed this activity and showed sustained interest because of the childminder's interaction and knowledge of individual needs. Activities such as this promote children's understanding of how to play together and encourage their awareness of different textures as well as matching objects and learning about numbers. The childminder extends their vocabulary effectively, for example as they talked about new words such as ghosts and witches and linked these to Halloween.

Children enjoy story time. The childminder adds excitement to the story by using visual aids. All children sat on the floor together and used the sofa to place the different animals used in the story. They all listened well to the story and took it in turns to throw the named animal 'out of the bed'. This caused a lot of excitement and giggles as each animal was thrown across the room. The childminder provides a good range of books that are easily accessible. However, she does not always promote children's understanding of written words in the environment or that print carries meaning, as there are no key word labels inside or outside.

Children use their imagination well. Older children play happily by themselves. They narrate their own play as they use their favourite characters and place them in the dolls house. They make up different scenarios as they play and happily talk to the characters as they become immersed in their imagination. The childminder uses her time well between the different ages. She expertly sits back and allows children to explore, investigate and determine their own play. As a result, children develop a high level of independence, which prepares them well for their next stage in development.

The childminder provides a warm, welcoming and child friendly environment for the children in which they feel safe and secure. She fosters good relationships with children who confidently approach her for help and support. For example, children politely asked for help in undoing buttons and confidently requested resources that they can see but not reach. Children demonstrate good relationships with each other as they play well together. Older children happily help younger children when playing matching games. The childminder teaches children right from wrong through her consistent behaviour management approach and continually reminds children about sharing and taking turns to enable everyone to enjoy their play. As a result, children play harmoniously together.

Children learn good independent skills, which helps them to prepare for moving onto nursery or school. The childminder teaches children how to wash their own hands and each child has individual towels to dry them. Good hygiene procedures for nappy changing help to prevent the spread of infection. Children have access to water throughout the day and begin to make independent lifestyles choices and confidently choose when they would like a drink. They have daily access to the garden where they enjoy riding bikes, pushing prams and having space to run freely.

The childminder helps children to learn about their own safety as she talks to them about 'stranger danger' while they are out and about. The childminder displays the fire evacuation plans and generally practises this with the children. However, not all children who attend have practised the evacuation drill. Therefore, not all children know how to keep themselves safe in the event of a fire. A wide range of resources and activities are freely accessible and enables children to determine their own learning. Children happily engage in both adult-led and child- initiated learning and confidently make independent choices when they choose what to play with.

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

The childminder has a good understanding of how to meet the requirements of the Early Years Foundation Stage. She has effective systems in place for reviewing and monitoring the progress children make and confidently talks about the current targets that children are working towards. This enables children to make good progress across all areas of learning.

The childminder has a secure awareness of how to safeguard children in her care. She has a well-written policy that she shares with parents and has relevant telephone numbers to hand should she be concerned. The childminder talks confidently about the referral process. All adults living in the household are vetted and these checks are maintained by the childminder. As a result, the children are safeguarded well. The childminder completes written risk assessments for the home and garden and visual assessments for local outings. She clearly identifies and minimises hazards to enable children to play safely.

The childminder talks confidently about her strengths and areas for development. She constantly reflects on her practice to ensure continuous improvement. She has attended a

wide range of training that has enhanced her knowledge and understanding in childcare. She has identified that she would like to attend further training on observation, assessment and planning to enable her to enhance further this area of her work and further improve the outcomes for children. Therefore, she demonstrates a strong capacity to drive continual improvements to her childminding service.

The childminder promotes good partnerships with parents. She includes them in the evaluation of her setting and encourages them to complete questionnaires. The recent questionnaires all indicate that parents are extremely happy with the care and education the children receive and report that the childminder has a 'good balance between being professional and providing a loving environment'. The childminder provides parents with a wealth of information via the online system. This promotes a united approach between the childminder and parents to aid children's progress effectively. The childminder establishes good relationship with other settings that children attend to ensure continuity of care. The childminder has the required documentation in place and parents sign to acknowledge policies and procedures.

### **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

<b>Unique reference number</b>	EY256622
<b>Local authority</b>	Surrey
<b>Inspection number</b>	833113
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/07/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

