

Inspection date

12/11/2014

Previous inspection date

28/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 organises her practice effectively to provide children with a loving, home environment for their care and learning. Children are very happy and make good progress with their development.
- Partnerships with parents are good. The childminder fosters positive relationships with parents to promote a joined-up approach to meeting children's individual needs.
- Children's language development is good. The childminder skilfully develops children's conversation skills and vocabulary through positive interaction during play.
- Children have strong, positive relationships with the childminder. Their behaviour is excellent as they are stimulated and engaged in purposeful play.
- The childminder has a positive attitude towards ongoing development. She is proactive in attending training to further her own knowledge of early years practice.

It is not yet outstanding because

- The childminder teaches children about safety, however, she has not practised her emergency evacuation procedure with them to strengthen their understanding of safety within the home.
- The childminder does not maximise children's opportunities to learn about words and numbers by creating a highly stimulating environment, rich in print, indoors and outdoors.

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's play indoors.
- The inspector discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation.
- The inspector viewed all areas used for childminding.
- The inspector took into account the written views of parents.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a residential area of Guildford, Surrey. The ground floor of the house is used for childminding activities with sleeping and toilet facilities in this area. There is a rear garden for outdoor play. The family keep guinea-pigs. There are 11 children currently on roll, of whom three are in the early years age group. The childminder takes and collects children from the local school. She works Monday to Friday, for most of the year.

What the setting needs to do to improve further

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

- extend the use of print in the indoor and outdoor play areas to maximise children's opportunities to learn about words and numbers
- strengthen children's understanding of safety procedures by periodically practising the emergency evacuation procedure with them.

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 how to promote children's learning, through the skilful use of a range of teaching strategies. For example, she demonstrates new skills to children, showing them how to draw circles and squares. The childminder uses good questioning techniques to develop children's critical thinking skills and challenges children to develop by setting them achievable targets. The childminder finds out about children's starting abilities through discussion with parents and information detailed on 'All About Me' forms. The childminder completes her own written assessment of children's abilities once they have settled in her care. She details their next steps for learning in all areas, sharing this information with parents to keep them fully involved and informed about their child's learning. The childminder updates children's written progress summaries every three months. In between times she completes a daily diary that she shares with parents, which includes both written and photographic evidence of children's learning. The childminder has processes in place to complete the required written progress check on children when they are aged between two and three.

The childminder makes excellent use of conversation during play to help extend and progress children's communication skills and vocabulary. She reflects back what children say to confirm she is listening to them, and asks questions to extend discussion. Children

show good recall of events in their lives as they remember they went in their pushchair to see fireworks with their family. The childminder names colours and toys children play with. Children then repeat words after the childminder to reinforce their own learning and to familiarise themselves with the word sounds. They enjoy nursery rhymes and repeat the words of 'baa, baa, black sheep' after the childminder. The childminder then says the rhyme again, one line at a time, leaving time for children to fill in the last words, which they successfully do. The childminder uses opportunities well during play to help develop children's understanding of shapes and number. Children concentrate as they build with colourful, wooden blocks and the childminder asks them what shapes they have. They recognise a circle and the childminder gently reminds them of the names of other shapes. Children independently peel their orange at snack time and show a good understanding of the sequence of number as they correctly count the six pieces of peel they pull off. The childminder has some print on display indoors to further develop children's awareness of words and she has some resources with numbers on. However, there are no visual displays outdoors or numbers on display indoors to enhance children's learning about words and numbers as they play.

Children enjoy looking at books with the childminder. They show an understanding of the natural world as they recognise different animals in pictures and correctly make the animal sound. Children thoroughly enjoy imaginary play as they put on dressing-up clothes and different hats. They are confident and let the childminder know which clothes they want on, and those they do not. The childminder is very patient and allows children to take as much time as they wish, supporting them in layering clothes one item on top of another. Children are very sociable and active learners, eager to explore a variety of toys. They listen intently as the childminder explains the different uses of equipment in a doctor's set and then practise listening through the stethoscope. Children show good coordination skills as they manipulate small scale construction toys and as they hold pencils to make marks on paper. As well as activities at home, the childminder also provides children with opportunities for learning on outings. Children learn about the wider world and develop their physical skills, for example at soft play sessions, and develop socially mixing with other children at toddler groups and music groups.

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

The childminder's gradual settling-in procedures are successful in enabling children to ease themselves into her care, at a pace they feel comfortable with. She provides children with a nurturing, family environment, where they can relax and rest, or be active, according to their individual needs. Children are very happy and their emotional well-being is effectively supported by the childminder, because she is very kind and caring towards them. Children have very good relationships with her and readily turn to her for support with play. They enjoy her company and show familiarity with her home and routines. For example, on arrival home from dropping older children at school children understand to take their coats and outdoor boots off before going to play. Children have access to a wide variety of resources and activities that enable them to develop their future skills in readiness for their eventual move to school. Children develop independence as they decide what they play with, and the childminder praises their efforts. This boosts their self-esteem and

confidence. She encourages children to develop their skills and listens to children's voices about what they want to do. Children's behaviour is excellent because they feel valued and respected by the childminder. The childminder acts as a positive role model regarding manners. Her consistent approach results in children demonstrating excellent manners as they appropriately say, 'please, thank you and pardon' during conversation.

Children are developing a good understanding of how to keep themselves safe and healthy. They rush towards their high chair and carefully hold on as they climb up into the seat to settle themselves for a snack. Children assert their independence, and show their understanding of safety, as they tell the childminder they will do the fastening on the high chair strap up. The childminder watches over them, to ensure they do not slip out of the chair, until they confidently and proudly yell, 'I done it'. The childminder teaches children about road safety when out but has yet to practise her emergency evacuation drill with them to strengthen their understanding of safety in the home. The childminder works in partnership with parents to meet children's dietary requirements. Children learn about healthy eating as they eat fruit for snack. They confidently hold their cup to take a drink when thirsty. Children's physical development is good and the childminder takes them out daily for fresh air and exercise.

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

The childminder has a good understanding of the Early Years Foundation Stage, and organises her practice effectively to meet children's individual learning and care needs. She maintains a detailed range of documentation, with written policies in place to underpin areas, such as behaviour management, inclusion and complaints. The childminder has good relationships with parents and shares all her policies and procedures with them so they are well-informed about her service. Information is also on display for parents. For example, in her entrance hall the childminder displays her first-aid certificate and public liability insurance. Parents confirm they are, 'extremely happy' with the childminder's care and the activities she provides for their children. Children benefit from the positive relationships and ongoing communication between their main carers as it promotes consistency in meeting their needs. The childminder understands the importance of sharing information with others involved with children's care and learning, as the need arises.

The childminder is vigilant in tracking children's development in all aspects of each of the seven learning areas. Her monitoring of children's learning enables her to clearly identify any gaps in achievement, which she can then plan to address. Children make good progress with their learning as a result of the childminder's attention to their specific learning needs. The childminder has a secure understanding of safeguarding. She updated her safeguarding training earlier this year and has a detailed safeguarding policy in place detailing the procedures to follow if she has any concerns. The childminder maintains risk assessment records for her home and outings she takes children on. She carries out daily safety checks of her home, and supervises children well as they play to keep them safe. The childminder has a positive attitude towards evaluating and developing her practice to

improve outcomes for children. She seeks feedback from parents verbally and via questionnaires and parents confirm they appreciate the childminder taking action on their suggestions. The childminder keeps herself up to date with changes in early years, reads relevant literature and discusses practice issues with other childminders. Since her last inspection the childminder has addressed both recommendations raised, which related to multicultural resources and children's learning and development records. The childminder has increased her resources and been proactive in continuing with her own professional development. For example, she has attended training on mark making, diversity and the progress check for two-year-old children.

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. 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	EY390616
Local authority	Surrey
Inspection number	844651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	28/09/2009
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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