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| Inspection date | 20/11/2014 |
| Previous inspection date | 21/01/2010 |

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| 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 well-resourced and organised environment which encourages children to be independent and make their own decisions.
- The childminder has a positive relationship with parents. She takes into consideration their comments and suggestions and incorporates them into her practice.
- The childminder has secure relationships with children which supports their emotional well-being. Therefore children are confident and have strong attachments to the childminder.
- The childminder has effective systems in place for observing and assessing children's development. Consequently, children are making good steady progress in all areas of learning and development.

It is not yet outstanding because

- Children's knowledge and understanding of different foods and the importance of healthy eating is not fully explored.
- The childminder does not make use of visual aids in the outdoor area to enable her to extend children's knowledge and understanding in all areas of learning.

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 all activities that the children took part in.
- The inspector viewed children's development records and next steps in learning.
- The inspector sampled the childminder's policies and procedures.
- The inspector gained feedback from parents through questionnaires and written correspondence.
- The inspector viewed all areas of the home used for childminding.

Inspector

Hannah Barter

Full report

Information about the setting

The childminder registered in 2001 and lives in the village of Cranleigh in Surrey. The family home is situated in a residential area within walking distance of all local amenities. Children play on the ground floor of the home only; they use all areas and have play activities organised in the conservatory/playroom. Children can sleep upstairs during the day and toilet facilities are available on both floors. The childminder lives with her two children who both attend school. The family has a goldfish. Children have easy access to an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are six children currently on roll, four of whom are within the early years age range. The childminder runs the local childminding group and regularly attends art and singing groups as well as local toddler groups with minded children.

What the setting needs to do to improve further

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

- develop children's knowledge and understanding of different fruits and healthy eating during snack and mealtimes
- develop the use of visual aids in the outdoor environment to help to fully promote children's knowledge and understanding in all areas.

Inspection judgements

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

The childminder has a thorough knowledge and understanding of how to effectively promote the areas of learning and development for all children. The observation, planning and assessment system is well developed. The childminder inputs all observations of children's learning on to an online system which successfully links them to the areas of learning and development. This allows the childminder to monitor children's progress and plan suitably challenging next steps. The system alerts the childminder if there are any gaps in children's development which means she can act on these immediately. Consequently, all children are making good and steady progress towards the early learning goals and are suitably prepared for their future learning and move to school. The parents can access the online system and view all observations and assessments of their child, including the progress check for two-year-old children, that the childminder completes. The parents are encouraged to add their own comments, which helps to ensure the childminder incorporates parents' ideas and requests into her practice.

The quality of teaching is consistently good. The childminder offers a range of activities for children which successfully covers the seven areas of learning and development. The childminder promotes and supports children's communication and language development effectively. During the inspection, she encouraged younger children to repeat words that she was saying. She asked simple questions such as 'Which one, red or green?' which develops young children's understanding of colour and develops their emerging language development. Older children were encouraged to talk about events that have happened at home. Children confidently talked about their families and a 'new baby sister'. The childminder further challenged their conversation skills by asking a range of open and closed questions such as 'Has she been a good girl?' and 'Have you had a bath with her yet?' This enables children to recall information and vocalise their experiences. Children enjoyed looking at the wide range of books on offer to them. Younger children snuggled into the childminder and older children sat next to her and listened attentively. The childminder read with enthusiasm and asked the children questions throughout which kept them engaged.

Displays around the setting show photographs of trips children have attended and children's artwork such as fields of poppies. This means the childminder teaches children about historical events which develops their knowledge and understanding of the world around them in addition to their creativity. The childminder uses additional displays to teach children about their colours and also shows groups of items with a numerical value which develops children's understanding that numbers carry meaning. However, there are no visual aids in the outdoor environment for the childminder to use to extend learning opportunities. At the inspection, children took part in art and craft activities and the childminder encouraged all children to make their own decisions about the resources they would like to use. Children explored the extensive range of materials on offer and confidently used these to create marks on paper. Children used pens and crayons to draw pictures, developing their early literacy skills, and the childminder encouraged conversation as she asked them to tell her about their drawing.

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

The childminder has a secure bond with all of the children. She provides a welcoming and nurturing environment which encourages children to explore and learn. Children are happy to be in her home, behave well and confidently seek her out during play. This means that children feel safe and secure and their well-being needs are met. This fully promotes their confidence and self-esteem. The children have their own designated playroom which is well resourced with different equipment. The environment is well organised and labelled with words and pictures. This means children of all ages can develop their independence skills, early literacy skills and make their own decisions about their play.

Children demonstrated good levels of independence while washing their hands before snack time. The childminder offered support and plenty of praise to younger children. They all sang 'This is the way we wash our hands?' which engaged children and ensured they washed their hands appropriately. Children sat together with the childminder for snack time. The childminder encouraged the older children to peel their own fruit and cut

it up with a knife. Children enjoyed having the responsibility of preparing their own food which successfully develops their self-help skills. The childminder supervised the children well and offered support to those who needed it. However, the childminder did not use this opportunity to talk to children about their fruits or the importance of healthy eating. Therefore, opportunities are sometimes missed to develop children's knowledge and understanding of healthy eating.

The childminder understands the importance of children being able to access the outdoor area to promote their healthy lifestyles. Children have access to a large garden which allows them to run around freely. There are various pieces of equipment stored in a summerhouse, such as a sand pit, trampoline, skipping ropes and paddling pools which effectively support children's gross physical development. The childminder has risk assessed all of the equipment and stresses the importance of supervision. The childminder takes children on regular trips and outings within their local environment. They enjoy going to local parks, soft play centres, the library, local shops and toddler groups. This further develops children's physical skills and provides them with opportunities to socialise with others.

The childminder places high regard on teaching children to keep themselves safe. Children pushed themselves around on bikes and the childminder played the 'Traffic Light Game'. She explained that when lights are red you have to stop, when lights are amber you have to be very very careful and when they are green you can go. Children listened to the childminder as she called out the different colours. The childminder also carries out monthly fire drills and during a recent drill she has taught the children to dial 999 if there is a fire and to ask for the fire brigade. This ensures that children have an understanding of how to keep themselves and others safe.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She attends training at least every three years which ensures her knowledge and understanding of safeguarding legislation is up to date. The childminder is confident in knowing how to report any concerns she has regarding children's welfare and who to report it to. The childminder has an extensive range of policies and procedures in place which she uses to help her to ensure the safety of all children. For example, uncollected child policy, sickness policy and confidentiality policy. The childminder has detailed risk assessments in place for the indoor and outdoor areas of her home. She ensures these are updated annually and when necessary. In addition to this, daily visual checks are carried out before the children arrive each day. The childminder shares all of these with parents through the online planning and assessment system. Therefore, they are fully aware of the childminder's role and responsibilities towards their children.

The childminder has undertaken the required registration training for childminders and also holds a full and valid paediatric first-aid certificate. The childminder has attended

various different courses which demonstrates her commitment to extending her knowledge and understanding to provide better outcomes for children. The childminder is committed to continuously improving her practice. She uses her self-evaluation form to help her evaluate her provision as well as highlight improvements she has already made. For example, an agreement is in place with the parents and another childminder that if one of them is not able to care for the children they have on a particular day then the other will cover them. This provides peace of mind for parents and continuity of care for the children. The childminder also asks parents to contribute to her continuous development by completing questionnaires. Parents are asked to comment on and provide feedback for various aspects of her business, which allows the childminder to make any necessary improvements. For example, parents commented that they were unaware of what their children had eaten, therefore the childminder now submits all menus on to her online system for parents to view.

The childminder runs the local childminding group which means she networks with other childminders and shares activity ideas. For children who attend additional settings, the childminder has access to their online systems which allows her to view their next steps and general progress. The childminder also shares log-in details, with parental permission, with other settings the children also attend so they can view the children's development records. Therefore, children's next steps are shared effectively and their development progressed within all settings. The childminder understands the importance of working in partnership with parents. One of the reasons she introduced the online system was so that parents could be part of their children's learning at their own convenience. Parents were not available to talk to during the inspection. However, the childminder has recently asked for their feedback regarding the care that she provides. Parents are highly complimentary about the childminder and comment on the care and dedication she shows to every child. One parents commented 'Her expertise and knowledge put her, in my opinion as the best childminder around and I feel very lucky that my son is in her care.' Parents like the online system as it allows them to see exactly what their children have been doing and the progress they are making. They are also able to submit their comments on to the system which means they are fully involved in their children's learning and development.

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

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| Unique reference number | 121039 |
| Local authority | Surrey |
| Inspection number | 842795 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 21/01/2010 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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