

Inspection date

01/12/2014

Previous inspection date

18/02/2011

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 has a good knowledge and understanding of how to observe and assess children's progress and a strong awareness of how young children learn. This means that children make good progress through her effective teaching.
- Children are settled and have formed strong attachments with the childminder. They are happy, highly motivated and are making good progress in their learning and development as a result.
- The childminder demonstrates the motivation to develop her service and is committed to her own self development. She works well with her co-childminder and this benefits children.
- The childminder has a secure knowledge of safeguarding. She uses effective risk assessments to minimise hazards in her home and on outings, to maintain a safe environment for children.

It is not yet outstanding because

- Everyday opportunities and routines are not always fully utilised by the childminder to maximise children's early mathematical awareness.
- On occasions, there are too many resources on the floor which hampers children's play, and independent access to their drinking cups.

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 the childminder caring for and playing with the children.
- The inspector also took account of the views of parents from reading their written feedback to the childminder.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures, and accident and medication records.
- The inspector checked evidence of the childminder and co-childminder's suitability, and looked at the childminder's qualifications and self-evaluation documents.

Inspector

Hazel Farrant

Full report

Information about the setting

The childminder registered in 2003. She lives with her own family and her co-childminder and family in Woking, Surrey. Children have access to all of the home and there is a garden available for outside play. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local parent and toddler groups. There are currently seven children on roll, six of which are in the early years age range.

What the setting needs to do to improve further

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

- utilise everyday opportunities in the daily routine more often, to further promote children's awareness of numbers
- review the organisation of space to maximise the play space easily available to children.

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 the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge to effectively support children in their learning and development. Consequently, children are developing the key skills needed to prepare them for their next stage in learning, for example, going off to school. The childminder plans activities in all areas of learning to ensure children make good progress. Regular observations and daily discussions with parents ensure that the childminder can provide appropriate activities and experiences to further children's development. Information gathered from observations of children is used effectively to form assessments, which are shared with parents regularly. The childminder has effective systems in place which enables her to successfully complete the required progress check for children between the ages of two and three years, when appropriate.

Children's communication and listening skills are supported well. The childminder talks to children, making sure to speak clearly, repeating what they say and asking questions that encourage them to think. For example, when a child picks up a play figure from the play farmyard she asks, 'where do you think you will need to sit the farmer so he can work in his fields?' The childminder listens to the children's responses and repeats words back to

them, such as, 'tractor'. This ignites children's curiosity, and helps to develop their communication and language. Children's understanding of different colours is well supported throughout their play. For example, the childminder asks children, 'what colour are the shapes and how many pigs are there in the farmyard?' Overall, the childminder skillfully incorporates learning within children's play. However, she does not fully utilise every day routines in order to support children's early mathematical development.

The childminder forms good relationships with parents. Parents are kept informed about their children's activities. This is through the use of daily diaries, newsletters, text message, photographs and conversations with the childminder as they drop off or collect their children. Each child has a development record and a scrap book. These documents provide parents with written and photographic details of what activities the children carry out while they are at the setting. This means that parents are kept well informed of their children's learning and development. The childminder and her co-childminder have a lot of experience of caring and supporting children with special educational needs and/or disabilities. They understand how working together with professionals has a positive affect on children's wellbeing and development.

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

The childminder's home is a welcoming environment. Children form a secure attachment to her as well as her co-childminder. They seek either childminder equally, when they need help or if they need a cuddle. The childminder and co-childminder find out all important information about each child right from the start. This is through using the 'Where am I at' document so that can identify children's individual needs and starting points. There is a very wide range of activities which are suitable for children of various stages of development. The toy room and outdoor areas are set up so children can independently access a wide range of toys and activities. However, on occasion, there are too many resources set up on the floor in the lounge. As a result, children find it difficult to move around the different activities or help themselves to their own drinking cup.

The childminder promotes children's good health and well-being. The children have access to the outdoor area every day, enabling them to be physically active on a range of equipment and to benefit from fresh air. The childminder holds regular emergency fire drills, which teaches children how to evacuate the home in the event of an emergency and keep themselves safe. The childminder and co-childminder maintain a high standard of hygiene throughout all childminding areas. The childminder supports children in learning about simple personal hygiene. For example, through helping them to understand when they should wash their own hands. Clear routines for nappy changing help to prevent the spread of infection, and toys and resources are in a clean condition. The childminder gains information on children's dietary needs and provides healthy nutritious snacks, meals and drinks.

The childminder has a calm and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model for children, treating them with respect and modelling good manners. Consequently,

children behave well, recognising boundaries and responding to expectations. The childminder plans activities to encourage sharing and turn taking so that she can support children to play alongside others and develop their confidence in groups. This helps the children when they move on to nursery or school. Children are learning skills to promote their independence. For example, younger children cooperate when having their nappies changed and are beginning to feed themselves.

The childminder has a good understanding of her responsibilities and the procedures for the protection of children. Robust procedures are followed ensuring children are kept safe. The childminder and co-childminder both hold a paediatric first-aid qualification. The childminder's home is safe and secure and visitors can only access the home if allowed to enter by the childminder or her co-childminder. The childminder carries out visual risk assessments on a daily basis to minimise any risk to children and adults.

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

The childminder promotes children's safety well because she has a good knowledge of the safeguarding and welfare requirements. She has refreshed her safeguarding training, and is aware of the signs and symptoms which would alert her to any child protection issues. There is a clear safeguarding policy in place which includes restrictions on camera and mobile telephone use. The childminder is confident about the action she would take if she had a concern about a child in her care. This means that she knows how to help protect children from potential harm. A wide range of policies and procedures are easily accessible, and underpin her practice well. This also helps to safeguard and protect children's well-being effectively.

The childminder is motivated and dedicated to providing good quality care and education for all the children. She effectively observes and tracks children's development, showing their clear progress in all areas of learning. She works closely with her co-childminder to ensure that children's development is closely monitored and assessed. The childminder is proactive in developing her knowledge, and is committed to developing her practice further. For example, she now holds a level 3 qualification in childcare, and has successfully met the actions and recommendations from her last inspection. The childminder and co-childminder work closely in order to make continuous improvements to the provision. For example, they now encourage parents to supply an 'all in one' type of outdoor clothing. This means that children of all ages and stages can still enjoy playing outside, and stay warm and dry in inclement weather, even if they are not yet fully mobile. The childminder effectively seeks the views of others by regularly talking to parents and through the use of questionnaires.

The childminder has good links with the local schools and pre-schools. This has had a positive impact as she is able to ensure consistency and continuity of children's care and learning needs. The childminder is committed to working in partnership with parents and takes time to get to know the families well. She works closely with parents to ensure that the move from home to the setting is as smooth as possible. As a result, children are well

cared for in line with their individual needs, effectively promoting their health, safety and well-being. Parents' written feedback shows that they are happy with the childcare their children receive. Comments include 'we are extremely happy with the level of care that is provided by you'.

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	EY257813
Local authority	Surrey
Inspection number	814542
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	18/02/2011
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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