

<b>Inspection date</b>	02/12/2014
Previous inspection date	25/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 forms extremely affectionate and trusting relationships with children. They have a go attitude and strong independence shows how secure and confident they are.
- Children make strong progress in their physical development because the childminder has high expectations of what they can achieve and makes provision for this.
- The childminder shows high levels of dedication towards professional development and makes effective use of self-evaluation to identify and target priorities for improvement.
- The childminder enthuses children with her playfulness and ideas. She engages them in detailed conversation and constantly introduces them to new vocabulary. Consequently children's language skills are advanced.

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

- Procedures for working in partnership with the pre-schools children attend are not fully embedded and established
- Not all activities planned by the childminder fully challenge very able children.

## 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 both inside the home and in the garden and involved the childminder in this process.
- The inspector looked closely at children's learning and development records and sampled a range of records and documentation kept by the childminder, including qualification and insurance certificates and self-evaluation processes.
- The inspector sought and took account of the views of parents.
- The inspector observed the areas of the home used for childminding.

## Inspector

Amanda Tyson

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband and teenage children in Walton on Thames, Surrey. All areas of the ground floor of the home are used for childminding. A bedroom is available on the first floor for sleeping purposes only. There is an enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has a National Vocational Qualification (NVQ) in child care and education at level 3. The childminder currently has two children on roll 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:

- strengthen use of observation, assessment and planning to identify ways to further challenge very able children
- strengthen arrangements for working in partnership with the other early years settings children attend to support consistency and continuity of learning.

## 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 areas of learning and how children learn through play and practical experiences. She provides a broad range of activities that are well-balanced between being children and adult initiated and/or supported, and which link to current children's preference for active play. For example, she helps them to make dens and to search for worms in the wet soil beds so they can examine them under a magnifier. The childminder focuses sharply and successfully on helping children progress in their communication and language, physical, and personal, social and emotional development. As a result, they are well prepared for moving on to preschool or school. For example, children are inquisitive, confident and very independent. The childminder engages children in conversation all the time, teaching them new words, such as 'goggles' and what they mean. Two- and-a-half-year-olds listen attentively and respond easily to triple-loaded instructions, showing advanced communication and language. They enjoy therefore, listening to detailed stories and playing board games because they are able to understand the rules. The childminder teaches children to link letters to sounds, to recognise their name, letters and numerals within play and during practical activities. For example, they play sound lotto and board games involving counting. Children's names are displayed around the home to support each child's developing literacy skills.

On the day of inspection children showed high levels of competence when using their hands. They used rolling pins to flatten dough and then twisted cutters to produce a perfectly formed flat dough shape. Children carefully used glue spreaders and showed good control when using pencils. They used their fingers to mark out letters of their name in shingle in the garden and flipped their wrist skilfully when using a badminton racket.

The childminder introduces children to different art and craft techniques and effects. For example, children made a three-dimensional robot from empty packaging. They created a poppy field picture by dipping their thumbs into red paint, little finger into black and used a thin brush to mark out a green stem. Sometimes, the childminder's planned creative activities lack challenge for older children. For example, on the day of inspection children decorated a Christmas tree template drawn and cut out by the childminder, instead of being challenged to create their own interpretation and using scissors to cut it out them.

Children show immense interest in the world around them, for example about the boats on the river and ask interesting questions about the car heater. The childminder is very skilled at explaining things to children but occasionally misses opportunity to extend this by engaging children in small-scale projects to fully extend their learning.

The childminder has established an effective process for assessing children's starting points on entry, completing the progress check for two-year-old children, and for tracking and planning for their continuous learning. She shares this information well with parents on a daily basis. Arrangements for working in partnership with children's pre-school they also attend are less well established, but the childminder has identified this as a priority for improvement.

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

The childminder provides children with a welcome, safe and stimulating home learning environment. Children are extremely happy and show a strong sense of security in the childminder's care. They trust the childminder implicitly and enjoy her playfulness, for example when she plays hide-and-seek, football and badminton with them. Children are remarkably confident towards visitors, but this is because the childminder prepares them well beforehand. For example, the children excitedly greeted the inspector with 'come and see what we made', guiding her into the lounge where they proudly showed off the Christmas tree they had decorated. Squabbles are rare because the childminder teaches the children to use their well-developed communication and language skills to negotiate and reason. She models good listening skills and encourages their confidence and social skills. For example, children shook the hand of the inspector when saying goodbye. The childminder prepares children well for starting preschool by taking them to stay-and-play groups where they learn to mix with larger groups of children. The childminder makes sure the children can manage their own toilet needs. Before they start preschool she talks to the children about the routine so they know what to expect.

Children demonstrate a good understanding of safety. The childminder teaches children the importance of using a pelican crossing when they are out and about and they practise

the fire evacuation procedure regularly. Children explained at the inspection exactly what they do when the smoke alarm goes off.

The childminder effectively lays the foundations for children to adopt healthy and active lifestyle habits. She makes very good use of the outdoors to support children's learning and development in all areas. The childminder has high expectations of what they can achieve physically because she knows the children well. For example, she noted early about a child's strong coordination skills, so taught them to play badminton. During the inspection, a four-year-old demonstrated their excellent skill while playing badminton opposite the childminder; the shuttlecock repeatedly made contact with the racket which was one minute turned inwards and the next outwards as the child played with confidence and skill. The childminder taught a toddler to use a scooter in a week and now they move around the garden safely at speed. Boys love playing in the childminder's garden. They confidently experiment with different ways of coming down the wavy slide safely, loading dumper trucks with shingle. Children also enjoy frequent visits to play and country parks.

Parents say children tell them at home that the childminder makes better dinners than they do. Children enjoy a varied menu, including healthy Thai food and the childminder often involves them in cooking and preparing this. The childminder sits and eats with the children, encouraging good manners and social skills. Children learn about healthy food also by visiting fruit and vegetable picking farms and growing their own in the childminder's garden. They have grown produce such as sweetcorn, marrow, runner beans, tomatoes and strawberries, helping children learn where food comes from.

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

The childminder demonstrates secure knowledge and understanding of the requirements of the Early Years Foundation Stage. Her regulatory and operational policies and procedures are all detailed in writing for parents and the childminder implements them well. For example, safeguarding procedures cover the protection of written and photographic data she holds on children, as well as what the childminder will do if concerned about a child's welfare. The childminder makes effective use of risk assessment to help keep children safe on her premises and when they go on outings. All required records and documentation are in place and well maintained.

Since the last inspection the childminder has completed the National Vocational Qualification (NVQ) in childcare and education at level 3 and has enrolled at college to further improve her English literacy. The childminder has also renewed her paediatric first-aid certificate and attended a safeguarding refresher workshop. The childminder has worked hard to meet all the recommendations of the last inspection. For instance, she showed children what it is like to be blind with a game in the dark using a cane to find the objects. She taught them the importance of keeping floor spaces clear when people with impaired vision are present, to prevent trips and falls. This is one example of how she teaches children about diversity. The childminder makes effective use of the Ofsted self-evaluation form to identify and target priorities for improvement. She also seeks the views

of parents using questionnaires on a regular basis. The childminder is currently focussed on further developing her use of assessment and building a partnership with children's preschool teachers. She is also exploring the possibility of creating a mud kitchen play area in her garden.

Parents hold the childminder in high regard. They marvel at her ability to get children to eat such a varied diet. They appreciate her understanding of boys' preference for outdoor play. They describe how well prepared children are for moving on to nursery or school because, for example, they are confident, sociable and physically and intellectually very able. Parents say they speak regularly with the childminder about their child's progress towards the early learning goals. They describe how they worked together to encourage children's interest in writing, in teaching them to link letters to sounds and to get them toilet trained. The childminder shows a strong capacity to maintain continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY283458
<b>Local authority</b>	Surrey
<b>Inspection number</b>	843634
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/11/2009
<b>Telephone number</b>	

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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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