

<b>Inspection date</b>	09/12/2014
Previous inspection date	10/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Met
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 effectively supports children's communication skills by talking to them about what they are doing, listening and responding to them.
- Children have close attachments with the childminder. This helps them to feel safe and secure with her.
- The childminder forms strong partnerships with parents, promoting children's learning and development well.
- The childminder uses effective methods to encourage children to behave well.

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

- The childminder does not fully support children to understand about aspects of their personal hygiene.

## 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 and interaction between the childminder and children.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

## Inspector

Jane Bull

## Full report

### Information about the setting

The childminder registered in 2006. She lives with her husband and two children in Hersham, Surrey, close to shops, parks, schools and public transport links. The childminder uses the whole of the ground floor of her home for childminding. She provides sleeping facilities upstairs. There is an enclosed garden available for outdoor play. The family has a pet dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently seven children in the early years age range on roll, who attend on a part time basis. The childminder works from 7.15am to 6pm on a Tuesday, Wednesday and Thursday all year round. The childminder holds a relevant childcare qualification.

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

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

- further develop children's understanding of healthy practices in relation to their personal hygiene.

### Inspection judgements

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

The childminder uses her knowledge of child development to provide activities that children are interested in and enjoy. She provides a good balance of activities some of which are adult led and others that are child initiated. For example, during the inspection children enjoyed having a teddy bears picnic with soft toys from the childminder's home. The childminder let children take the lead and talked to them about what they were giving the toys to eat and drink. She asked them open-ended questions to extend their thinking and imaginative skills. This helped children to make good progress in their learning as they were actively engaged in the pretend picnic and enthusiastically contributed their ideas. The childminder records children's progress using observations and photographs. She uses these effectively to identify where she can support children to reach the next steps in their learning. This means that the childminder provides focused activities that target children's specific learning needs.

The childminder works closely with parents to share information about children's development. She talks to parents on a daily basis and uses safe digital media to inform them about their children's activities with her. Parent's comment positively about the variety of activities the childminder offers their children. They say that these ensure that their children are 'challenged and stimulated' at times and calm and relaxed at others. This demonstrates that the childminder is effectively involving parents in their children's learning, on an ongoing basis.

Children enjoy stimulating activities such as painting and making marks with a variety of implements. This helps them to develop physically and supports their early writing skills. The childminder consistently shows an interest in what children are doing, by talking with them about their activities. This shows she is extending their language skills and vocabulary. For example, during the inspection the childminder talked to the children about the different sized paintbrushes they were using. This helps them to understand about size and shape and develop their early maths skills. She encouraged children to blend different paints together and guess what colours they would make, which motivated them to try to mix the colours themselves. The childminder demonstrated that she knew how to make activities relevant and interesting. She clearly explained that they were going to make Christmas cards, buy stamps and send them to their parents. This motivates children to learn by having a clear idea of the reason and aim of the painting. Consequently, children are actively learning and focusing on activities for a long period.

Children enjoy playing outside in the fresh air in the garden, and on outings to local playgrounds and groups in the local community. This supports children's physical development and self-confidence; they benefit from experiencing different toys and situations. Meeting other children helps to develop their social skills for the future.

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

The childminder is a very good role model to children. She is polite and respectful and gives children clear guidance as to what is acceptable behaviour. For example, during the inspection she reminded children about taking turns and praised their patience with expressions such as 'good waiting'. Parents comment that they are very happy with the way the childminder manages children's behaviour and the manner in which she works with them to ensure a consistent approach. As a result, children are learning to behave well.

The childminder helps children to learn about healthy lifestyles. For example, older children enjoy making fruit smoothies before they go to school. The childminder cooks balanced healthy meals for children and encourages them to try new food. Parents report that they are pleased that their children are experiencing a greater variety of dishes at the childminder's home. Children learn to become independent by feeding themselves at meal times. The childminder clearly records children's dietary needs so she can ensure they are all included in activities. The childminder demonstrates that she manages her pets effectively, helping children learn how to respect and treat animals safely. The childminder teaches older children to become independent in their personal hygiene. This helps them to prepare for changes in their lives, such as starting pre-school. However, the childminder does not fully support children to learn about good hygienic practices, such as using separate towels to wash their hands. Consequently, children do not always learn about the risks of cross infection.

The childminder is able to take appropriate action in the event of an emergency as she has current paediatric first aid training. She completes visual risk assessments of her home

and outings to promote children's safety effectively, as she recognises and minimises potential hazards. The childminder teaches children how to keep themselves safe. For example, during the inspection they discussed with the childminder about food and drinks being hot. They talked about why they should wait until the food had cooled down before trying it. Children are gaining an understanding of risk because the childminder teaches them about road safety when they go out for walks. This helps them to develop a good understanding of safe practices.

The childminder discusses children's individual needs with their parents before she starts to look after them. This means she is fully aware of any individual needs and can confidently meet them. Children demonstrate that they feel settled in the childminder's home, asking her for help if they need it and having a cuddle when they are tired. This shows that children feel confident and secure in her care.

Children have plenty of space to move around and play in the open-plan living area and can easily access the garden for outdoor play. The childminder provides a good variety of safe, appropriate toys to support children's all round development. Children confidently choose what they would like to play with from large wicker containers, showing that they are becoming independent learners.

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

The childminder has a good understanding of the safeguarding and welfare requirements, and of child protection procedures. She demonstrates this by providing a safe environment for children and by being aware of potential dangers. The childminder has a safeguarding policy and procedure in place. She displays the contact details of the relevant authorities and is aware of safeguarding procedures to follow if she has any concerns. This means that the childminder is fully aware of her role and responsibilities to protect children's welfare.

The childminder uses self-evaluation efficiently to evaluate her practice and to reflect on where to make positive improvements. For example, as she expands her business she plans to develop further the activities she provides for children she cares for after school. The childminder has successfully addressed the actions raised at her last inspection. She recognises the importance of maintaining good communication links with Ofsted. The childminder offers parents the opportunity to express their views about her provision through a variety of regular communication methods. This demonstrates that the childminder is involving parents in evaluating her provision and improving the learning and development opportunities for children.

Parents are very positive about the care the childminder provides, commenting that they 'wouldn't hesitate in recommending' her. Parents provided written comments in preparation for the inspection, showing how happy they were with the high level of care she offers. The childminder shares information with other providers and keeps detailed information relating to activities older children undertake at school. She uses this to

provide children with a supportive environment to complete their homework. As a result, the childminder capably promotes good consistency in children's care and support for progress in their learning.

The childminder demonstrates that she has a detailed understanding of her responsibilities to meet the learning and development requirements. She has accurate policies and procedures in place that reflect current legislation. This shows that she knows how to meet legal requirements in her practice. Parents are aware of the policies and the childminder makes them easily available to them for reference. The childminder has a recognised childcare qualification and is booked on further training to develop her knowledge. This reflects her continuing commitment to her continuous professional development.

### **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>	EY344134
<b>Local authority</b>	Surrey
<b>Inspection number</b>	781710
<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>	4
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/02/2012
<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.

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.

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