

<b>Inspection date</b>	09/12/2014
Previous inspection date	23/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children are happy, very settled and have formed strong bonds with the childminder. This ensures that their emotional needs are well met.
- The childminder forms a secure relationship and exchanges good information with parents. As a result, the childminder has a thorough understanding of children's needs.
- Children are acquiring the necessary skills to be ready for school because the childminder provides a broad range of activities which covers all of the areas of learning and the quality of teaching is good.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which are effectively met. She understands her role and responsibility to ensure children are supervised, safe and well protected.

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

- The childminder does not fully exploit the learning potential of her garden to support children's all-round development.
- The childminder does not fully promote children's independence skills. Drinking water is not always easily accessible for children to help themselves.

## 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 had a tour of the premises and observed children playing.  
The inspector looked at children's development records, a selection of policies and children's records and checked evidence of the childminder's suitability and that of all adults living on the premises.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references and questionnaires from parents.

## Inspector

Hazel Farrant

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband and two children in Milford, Surrey. Her home is close to shops, parks, schools and public transport links. The ground floor of the home is available to children for play and sleep facilities are available within this area. There is a garden for outside play. The childminder's provision operates from Monday to Thursday, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks and drives to local schools and pre-schools to take and collect children. She also attends the local parent and toddler groups. There are currently seven children on roll, four of whom 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:

- enhance the way that the back garden is currently used and resourced, to provide children with even better opportunities to explore, use their imagination and develop their skills in all of the areas of learning
- review opportunities for further promoting children's independence, particularly in regard to making drinking water more easily accessible.

## Inspection judgements

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

The quality of teaching is good. The childminder makes learning fun and successfully nurtures children's confidence to develop their own ideas. The childminder follows and extends children's individual interests and meets their needs, which supports their future learning. For example, during the inspection, children chose to play with artificial snow and ice cubes. Young children showed good concentration skills as they listened to the simple instructions given by the childminder as they poured water on top of the ice. The childminder asked the children many meaningful questions so that they could think through ideas for themselves. Children thoroughly enjoyed the activity and hid play figures under the snow. They placed ice cubes together and pretended it was an iceberg, stating, 'This is for the polar bear.'

The childminder demonstrates a good understanding of the learning and development requirements. During settling-in sessions, the childminder obtains information from parents about children's starting points and interests. Documents used to track children's progress show that all children are reaching the expected milestones for their age. The

childminder completes assessments of their learning. She uses the information to plan effectively for children's next steps in learning. She also uses the information to keep parents informed about their children's progress through the use of daily dairies and conversations. As a result, they can continue their children's learning at home. This two-way flow of information ensures the childminder has a good knowledge of each child's learning needs. The childminder successfully completes progress checks for children between the ages of two and three years and shares these with parents. This enables her to identify any areas of learning where children might not be meeting their expected targets so that any additional support is sought promptly.

The childminder teaches young children the key skills they will need to support their future learning. She thoroughly understands how children learn best and what their interests are, enabling her to provide a wide range of play opportunities for them. She gives children time to think about their responses to questions and then follows up their responses with supportive language or actions. She constantly talks to children at their level and they are active in their learning.

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

Children are comfortable, happy and settled because they enjoy warm relationships with the childminder. As a result, the childminder is able to effectively promote their emotional well-being and personal and social skills very well. Settling-in procedures are effective and promote a smooth move for children from their home to the childminder's care as they become familiar with their new surroundings. She gathers all necessary information from parents to ensure she meets children's needs successfully. For example, the childminder carefully discusses with parents their child's routines and dietary and medical needs. She has a very calm and consistent manner when caring for children and their behaviour is good. She talks to children constantly and uses lots of praise and encouragement. The childminder also talks to the children about their emotions so that they are able to express how they are feeling. This means that children develop high levels of self-esteem and feel confident in her care.

The childminder is a good role model and provides consistent routines. The childminder supports children as they take risks appropriate for their ages and stages of development so that they learn to keep themselves safe. For example, the childminder reminds children to be careful when they are walking up and down the stairs to develop their understanding of how to keep themselves safe. The childminder supports children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. There is a separate play room with a wide variety of resources, which the childminder stores mostly in boxes. The boxes have labels with print and pictures, so that children can choose the toys and resources which most interest them. This helps to promote their independence. For example, children ask to play with the dressing up box. They learn how to use a digital camera and enjoy taking photographs of each other and the childminder wearing a variety of hats and headbands. There is a garden available for children to use. Although there are plenty of resources available in the garden, particularly for physical development, they do not reflect all of the

areas of learning as fully as those in the inside play area.

The childminder plans activities both in the home and outside for children to be active. They visit parks and places of interest to enjoy fresh air and exercise. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. They learn how to dispose of used tissues in the bin and rub antibacterial gel on their hands which helps to minimise germs spreading. They have healthy snacks and food prepared by the childminder. The childminder talks to the children about the importance of healthy eating. She encourages them to make healthy choices, such as fruit for snacks. However, the childminder does not fully promote children's independence skills by making it easy for children to help themselves to water.

The childminder prepares children for the move to school by taking them to different toddler groups. This helps children's confidence in being around large groups of children. This also helps children learn about the local community and helps to develop their social skills well.

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

The childminder clearly understands the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. This means that she has a good knowledge of child protection and how to keep children safe. She knows who to contact and where to seek advice and support if she has any concerns over a child's welfare or care needs. Her risk assessments are effective and she checks her home on a daily basis before children attend to ensure it is free from potential hazards. She also provides close supervision, inside and outside of the home, to further protect children from harm.

The childminder regularly reflects on what she does well to ensure that children are enjoying and achieving successfully. She uses self-evaluation to help her identify areas to develop in order to support children's learning further. For example, she intends to acquire more multicultural resources to encourage more learning opportunities for the children. The childminder updates her training regularly, such as first aid and child protection. This ensures that she knows what to do in an emergency situation, which helps to keep children safe. The childminder has addressed the recommendations from the last inspection. For example, she now clearly records the next steps in children's learning and plans activities accordingly. This has a positive impact on children's enjoyment and learning.

It is very clear that the childminder thoroughly enjoys caring for the children in her care. Parents are very pleased with the care that their children receive. Written comments read during the inspection include, 'the childminder balances her time between the children very well. She conducts herself professionally and has the capacity to connect with children of all ages'. The childminder works very well with staff from the nearby nursery that children attend. She discusses children's individual learning and development needs

regularly. This means that she can follow on activities that children enjoy in her setting, which promotes good consistency to support children's individual learning needs.

### **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

<b>Unique reference number</b>	EY365822
<b>Local authority</b>	Surrey
<b>Inspection number</b>	828969
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/07/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

