

## Inspection date

Previous inspection date

16/12/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 provides a nurturing and welcoming environment where children are happy and relaxed. Children enjoy their play and confidently begin to determine their own learning.
- The childminder fosters good relationships with the children. She is kind, caring and shows affection towards them, which enables children to grow in confidence and learn through active play.
- The childminder knows the children well. She incorporates children's interests and abilities well into the planning of activities, which enables children to gain maximum enjoyment.
- The childminder fosters good relationships with parents. A joined-up approach to children's learning and development helps them to make good progress.
- The childminder demonstrates a secure understanding of how to safeguard children in her care, which enables her to promote their well-being effectively.

### It is not yet outstanding because

- There are fewer resources that reflect individual differences, such as culture and disabilities, to help children learn about the wider world they live in.
- The childminder does not label resources with words or pictures to support all children's growing independence.

## 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 in the childminder's home and in the garden.
- The inspector viewed a range of records and planning documentation, policies and procedures.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the written views of parents.

## Inspector

Hazel Stuart-Buddery

## Full report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Knaphill, Woking, Surrey. All areas of the ground floor are used for childminding and a first floor bedroom for daytime naps. There is a fully enclosed garden for outside play. 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 toddler groups, pre-schools, the park and other places of interest. There is currently one child on roll in the early years age range who attends for a variety of sessions. The childminder operates all-year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- extend the range of resources available to children which reflect differences, to maximise opportunities for them to value and respect diversity, and learn about other cultures and disabilities
- maximise opportunities to support children's growing independence during their play by, for example, labelling resources with words and pictures.

## 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 creates a stimulating and generally accessible environment. She provides a range of age-appropriate, good quality resources that children can generally select for themselves, which supports their growing independence and curiosity. However, some resources are stored in boxes and the childminder does not label these with words or pictures to enable younger children to easily select for themselves.

The childminder has good procedures for helping children to settle quickly. Children attend for short periods before they start. During this time, the childminder finds out what the interests and abilities of the children are. She talks to parents about initial starting points, home-care routines and completes an information booklet about the child. This enables her to meet the needs of children effectively from the outset so that no learning time is lost. The childminder completes regular observations and assessments, and has discussions with parents. to enable her to plan an individual learning programme for each

child. As a result, children move on effectively in their learning and development. The childminder identifies children's next steps in learning sharing and agreeing these with their parents. This helps to keep parents up to date with children's progress. The childminder talks to parents about planned activities and uses a daily diary that includes daily care routines and the activities children have enjoyed. This enables parents to extend their child's learning at home and promotes a joined-up approach to children's learning and development. The childminder has procedures in place to complete and share with parents the written progress check for two-year-old children. This helps to identify any gaps in learning promptly.

The quality of teaching is good. Children demonstrate they are happy, relaxed and secure with the childminder. They thrive on the interactions and support provided by the childminder. She sits on the floor alongside the children and supports their play. She supports children's communication skills well because she continually talks to them as they play and encourages them to repeat sounds and words. Children show sustained interest as they explore the shape sorter. They babble and chatter as they play. The childminder takes these opportunities to teach and encourage the children. For example, she names the different colours and shapes and encourages children to repeat the sounds and words. She holds the shape sorter strategically to enable younger children to place the shape into the correct hole. Children squeal with delight as they push the shape through and receive a rapturous round of applause. This activity engages the children well and helps to promote their physical, language and early mathematical development. The positive encouragement from the childminder gives children the confidence to try again and again.

Children happily determine their own learning and confidently engage with the environment. The childminder carefully observes what the children are interested in and responds quickly. She extends their learning with appropriate interactions and questions. For example, younger children pick up an animal book. The childminder sits alongside them and talks to them about the animals they can see. She encourages them to touch and feel the different textures and asks them to point out different animals. Children shout, 'Yeah', with excitement and raise their arms in the air as they correctly point to animals and receive lots of praise. These opportunities help children to gain an awareness and interest in books, which supports their early literacy development.

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

The childminder creates a nurturing, welcoming and child friendly environment. Children confidently use the resources and happily engage in their learning. The childminder fosters secure relationships with the children and forms strong bonds. For example, younger children happily approach the childminder for support. They try hard to build a tower of star shapes and accept help to enable them to build the tower as big as they can. Once the tower is built, they knock it down with lots of giggles and laughter. Children begin to learn right from wrong from a young age because the childminder is consistent in her approach to behaviour management. She gently reminds children about not throwing toys and insists they sit down to eat their snack. Children listen carefully and follow instructions well. As a result, children behave well and begin to learn how to keep themselves safe.

The childminder promotes healthy lifestyles well. Parents provide healthy, nutritious snacks and meals for their children. The childminder ensures all children have access to water throughout the day. She uses good hygiene procedures for nappy changing and washing hands before eating to help prevent the spread of infection. These daily routines help children to prepare well for school. Children learn about their physical development on a daily basis. The childminder takes children to the local park to use large play equipment and to feed the ducks on a daily basis. She teaches them how to use the equipment safely. The childminder completes visual risk assessments of the home, garden and outings. She identifies and minimises hazards to children to enable them to play in a safe and secure environment.

The childminder provides a range of age-appropriate resources that are generally accessible. However, there are fewer resources that reflect different cultures, religions and disabilities to help children learn more about individual differences in the wider world they live in. The childminder displays children's artwork and as a result, children feel a real sense of belonging and this supports their well-being effectively.

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

The childminder has a good understanding of her responsibilities and meets the requirements of the Early Years Foundation Stage well. Children benefit from good quality care and learning experiences because the childminder knows the children and their families well. She checks and tracks the progress children make on a regular basis. This enables her to see at a glance any gaps in development. She works closely with parents to establish and set clear routines, which consolidates children learning and development well. This enables children to make good progress across all areas of learning and development.

The childminder has a secure awareness of how to safeguard children in her care. She has completed the required training and has a written policy that reflects the current guidelines. She has publications to hand with relevant phone numbers and information to support her should she have any concerns. All adult members of the household are vetted and the childminder maintains documentation to evidence this. Consequently, this attention to safeguarding helps to keep children safe.

The childminder evaluates her practice and talks confidently about her strengths and areas for development. She involves parents in the evaluation process and uses questionnaires to find out their views on the service she offers. Parents report they are happy with the care and education their children receive. The childminder has identified that she would like to enhance the outdoor area and provide an area that children can use all-year round, particularly for messy play on a larger scale.

The childminder fosters good relationships with parents and adopts a joined-up approach to children's learning and development. This enables her to meet the needs of children

effectively. She talks to parents on a daily basis to exchange information and uses mobile phone applications to share photographs and achievements as they happen. This enables parents to feel part of their child's learning while they are with the childminder. The childminder is aware of the need to share information with other provisions to ensure continuity of care and learning for those children who attend more than one setting. The childminder has a full set of written policies and procedures that she shares fully with parents. This enables parents to understand fully her methods, responsibilities and routines.

### **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>	EY449942
<b>Local authority</b>	Surrey
<b>Inspection number</b>	903907
<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>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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