

<b>Inspection date</b>	12/01/2015
Previous inspection date	13/09/2010

<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**

- The childminder provides a nurturing, welcoming and stimulating environment where children are happy, secure and relaxed. They are becoming increasingly independent and happily begin to determine their own learning.
- The childminder fosters secure relationships with parents. A regular two-way flow of information enables the her to plan activities well and ensure children make good progress in their learning and development.
- The childminder provides a range of play experiences and activities that children enjoy and that reflect their interests and abilities.
- The childminder demonstrates a secure understanding of how to protect children in her care, which enables her to promote their well-being effectively.

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

- The childminder does not always maximise opportunities to enhance children's early reading skills.

## 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.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector took account of parents' views via questionnaires.
- The inspector sampled a range of records, policies and procedures.
- The inspector discussed safeguarding with the childminder and looked at her safeguarding policy.

## Inspector

Hazel Stuart-Buddery

## Full report

### Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Woking, Surrey. The childminder makes use of local facilities such as parks and toddler groups. The childminder collects children from local schools. The family have a variety of animals. The childminder uses the whole of the ground floor of the house for childminding. A fully enclosed rear garden is available for outside play. The childminder currently has six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder has the Surrey County Council award for the Early Years Quality Assurance Scheme.

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

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

- enhance opportunities for children to develop early reading skills for example, by linking sounds with letters during activities.

## Inspection judgements

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

The childminder's quality of teaching is good. She provides a dedicated playroom with a good range of resources that she displays well. Resources are labelled with pictures and dual language words to help children select independently. As a result, children are able to choose for themselves and determine their own learning. For example, younger children happily engage with the learning environment. During the inspection they selected an electronic play phone and chattered to themselves as they held it to their ears. The childminder took the opportunity to extend children's learning and development by asking questions that encouraged them to think, for example, 'Who is on the phone?' The children engaged with the childminder and began to communicate as they made lots of chatting noises in reply. This helps children to prepare well for the next stage in their learning and development.

The childminder promotes children's interests in books. They sit together and read interactive books. The childminder teaches children to say new words such as 'camel' and give them lots of praise as they repeat the words. However, the childminder does not always link sounds and letters to encourage early literacy skills.

The childminder teaches children about mathematics and encourages their exploration of different textures. For example, children dug deep in a tray of shaving foam to find different coloured shapes. Children showed pride in their achievements, holding the shape

they pulled out and telling everyone it was a 'yellow square'. They smiled happily as they received lots of praise and encouragement. This encouragement from the childminder gave them the confidence to try again and find another shape.

The childminder has good procedures for helping children to settle quickly. She works closely with parents to find out about the abilities and interest of the children before they start. During the settling in period, the childminder observes the children to assess their starting points. She uses this information effectively and plans activities and play experiences appropriately. As a result, children quickly demonstrate a strong sense of belonging and no learning time is lost. The childminder completes regular observations and assessments. She records these on an electronic system. Parents have instant access to their child's observations, assessments and information about what the childminder has planned for their children. In addition, she talks regularly to them to share and agree future learning targets that she has set. Consequently, parents are able to extend their child's learning at home and children move on effectively in their learning and development. The childminder has procedures to complete, and share with parents, the written progress check for two-year-old children. This helps to ensure that any gaps in learning are identified promptly.

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

Children are happy, relaxed and have made secure attachments with the childminder. The childminder is kind, caring and patient and has a positive approach towards them. This helps children to feel safe and promotes an effective learning environment. The childminder teaches children about sharing and taking turns. She encourages them to give back toys they have taken from other children. Children listen carefully and follow instruction well. As a result, they are beginning to learn what the childminder expects of them and they behave well. The childminder teaches children about good hygiene procedures. She encourages them to wash hands before eating and after nappy changes. Good nappy changing procedures help to prevent the spread of infection. Children have regular use of the garden during the summer and go out daily during the winter months to local parks, woodland walks and outings further afield. Children enjoy the fresh air and exercise and use sticks to make marks in the mud. The childminder provides healthy snacks and parents provide healthy meals. Children have independent access to water throughout the day. As a result, children have a healthy diet and begin to make their own healthy lifestyle choices.

The childminder teaches children about keeping themselves safe. She reminds them why they should not throw toys across the room and encourages them to help tidy toys away so that they do not trip and fall. A detailed written risk assessment covers the home, garden and all outings to ensure hazards are identified and minimised. The childminder organises her space well. Children move freely between rooms and choose what they would like to play with. This supports their growing independence and curiosity. The childminder provides a wide range of play experiences and activities to support children's all-round development in preparation for their next stage of learning and/or development.

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

The childminder's dedication and commitment in meeting the individual needs of children enable them to receive good quality care and education. The childminder reviews and tracks children's achievements on a regular basis. This allows her to see at a glance any gaps in development and helps children to make good progress across all areas of learning.

The childminder has a secure awareness of her responsibility in meeting the requirements of the Early Years Foundation Stage. She demonstrates understanding how to protect the children in her care. There is a clear, well-written policy and relevant phone numbers are to hand if needed. The childminder confidently talks about the referral process should she have any concerns. All adult members of the household are vetted and documentation is maintained. As a result, the childminder's procedures help to safeguard children effectively.

The childminder evaluates her practice effectively. She has been accredited with a quality assurance programme from the local authority. Under this programme, she has annual visits to further identify areas for development. The childminder includes parents and children in her evaluation process. Parents are given questionnaires to feedback on how they feel about the service they receive. Parents and older children have written very positive testimonials. They report that the childminder offers a 'home from home environment', and that, 'the childminder provides a range of activities inside and outside'.

The childminder has completed a wide range of training covering issues such as special educational needs and/or disabilities. She has also trained in the use of resources to support children's emotional well-being and attended many workshops on the Early Years Foundation Stage. The childminder has extended her knowledge and understanding by completing an early years qualification at level 3 and is now a member of a childminding network. This shows that she reflects on what she does and knows, and is capable of driving improvements well. The childminder's professional development impacts positively on the children she cares for. She works well with parents to enable her to meet the needs of children effectively. She shares a wealth of information with parents via the electronic system, verbally and through daily diaries. The childminder is aware to establish good relationships with other settings that children attend and to exchange relevant information to ensure continuity of care and education. The childminder has a comprehensive set of policies and procedures to support her practice and shares these with parents. This enables parents to understand her methods, including how she works with the children.

### **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>	EY333014
<b>Local authority</b>	Surrey
<b>Inspection number</b>	834728
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/09/2010
<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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