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| Inspection date | 13/01/2015 |
| Previous inspection date | 15/03/2011 |

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| The quality and standards of the early years provision | This inspection: | 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 provides a nurturing, welcoming and child-friendly environment where children are very happy and settled.
- The childminder provides a good range of play experiences and activities that reflect children's interests and abilities. Children thoroughly enjoy their play and exploration, and enthusiastically engage in planned activities.
- The childminder fosters secure relationships with parents. A joined-up approach to children's learning and development enables them to make good progress.
- The childminder has developed professionally which has had a positive impact on the outcomes for children.

It is not yet outstanding because

- The childminder does not maximise opportunities, in the indoor and outdoor environment, to help children develop their interest and awareness of written words.

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 including snack time.
- The inspector looked at a sample of documentation, including children's learning journeys and the safeguarding policy.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector checked the suitability of the childminder and her assistant.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband in a detached house in Lightwater, Surrey. The childminder's husband is available as her assistant when required. The property is close to local schools and amenities, and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. The childminder uses a bedroom on the first floor for sleeping. There is a fully enclosed garden available for outside play. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is registered to provide overnight care for a maximum of two children under eight years. 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:

- maximise children's opportunities to promote their interest in written words and help them to understand that print carries meaning, for example, through using displays of key words indoors and outdoors.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She creates a stimulating and accessible environment to encourage children to explore and investigate. A dedicated playroom is organised and resourced well to enable children to select resources for themselves, which supports their growing independence and curiosity. The childminder has good systems in place to meet the individual needs of children. She talks to parents initially to find out children's interests and abilities and regularly updates her knowledge through discussions and a written daily diary. This ensures no learning time is lost. The childminder completes observations and assessments regularly for every child with monthly reviews of the progress children make. These are supported with photographs and link to all areas of learning. The childminder clearly identifies children's next steps for learning and shares and agrees these with parents, so that they are kept up to date with their children's progress. Parents are part of their child's learning because the childminder keeps them informed of the planned activities and trips that children go on. This enables parents to extend children's learning at home and promotes a joined-up approach to children's learning and development. The childminder completes the required written progress check for two-year-old children. This helps to ensure any gaps in learning are

identified promptly.

The quality of teaching is good. Children are very happy, relaxed and secure with the childminder and her husband, who is her assistant. They thrive on the support and interactions from both of them. The assistant sits on the floor alongside the children and interacts with them well. They develop their physical skills as they build different towers and car carriers in large bricks. The childminder and her assistant take opportunities to develop their communication and language as they talk, listen and respond to their interests positively. They teach them about numbers because they encourage them to count on their fingers how old they are. The children confidently counted three and four, and held up the correct number of fingers. They smiled proudly as the childminder offers lots of praise. The childminder teaches children early science. They explore what happens when they add water to dry white snow powder. They look with interest as the water expands the powder and makes lots of snow. The children touched and felt the snow and confidently used spoons to scoop it into other bowls. Older children noted that when you add more powder in the bowl the mixture become like a paste. They used their hands to manipulate the snow and enjoyed holding their hands up in the air to allow the snow to fall through. The childminder takes the opportunity to extend children's learning and talks to them about what animals live in the snow and ice. This activity engages the children well and helps to promote their language, physical and mathematical development. The childminder supports children's growing interest in letters, numbers, shapes and colours because she displays educational posters around the environment. However, key words are not displayed in the learning environment to maximise children's opportunities to learn about written words in the environment and understand that print carries meaning.

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

The childminder's home is warm, welcoming and child friendly. She fosters secure relationships and strong bonds are formed. For example, children excitedly approach the assistant for help and support when building with the bricks. The childminder teaches children about manners because she gently reminds them about saying please and thank you. She praises children as they share and take turns while using the resources. As a result, the children are well behaved and know what is expected of them.

The childminder teaches children about good hygiene practices. She provides liquid soap, individual towels and displays posters in the bathroom to remind children of the process. The childminder helps children to learn about healthy lifestyles well. She provides healthy, nutritious and home cooked meals. During the inspection children enjoyed a snack of fresh fruit. The childminder encourages them to cut up bananas which promotes their physical development. Children have daily access to the garden, and go on regular trips to the park and local venues. They independently put on their boots to go outside, and collect grass and leaves to add to the snow mixture they have made. As a result, children prepare well for school.

The childminder ensures children play in a safe environment. She completes risk assessments for the home and all outings. She teaches children about their own safety

and insists younger children sit in age appropriate seats. Children know the routines and immediately fasten the strap as they sit in the seat at the table. The childminder provides a wide and interesting range of resources and activities. She labels resources with words and pictures. This supports children's growing independence, which helps prepare them for their next stage in development.

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 meets them very well. She maintains all required documentation that helps to support children's safety and welfare effectively. The childminder has a well-written safeguarding policy and completes refresher training on a regular basis. She has phone numbers to hand should she have any concerns. All adult members of the household are vetted as to their suitability to be with children. This attention to safeguarding helps keep children safe. The childminder has good systems in place to check children's achievements and progress. She tracks and summaries children's achievements every month so it is easy to see any gaps in development. As a result, children make good progress across all areas of learning.

The childminder has made significant progress since her last inspection and addressed all recommendations well. She has completed an National Vocational Qualification to level 3 in childcare and been awarded the local authorities Early Years Quality Assurance accreditation. These achievements have had a positive impact on the outcomes for children. The childminder evaluates her practice well and involves parents in the process. She sends out questionnaires to get feedback on the service she provides. The childminder attends a wide range of training and workshops to further enhance her knowledge and understanding. This demonstrates the childminder's strong capacity to make continual improvements. The childminder builds secure relationships with parents and others. She works closely with parents and professionals to meet the specific needs of children. A joined-up approach to children's learning and development has improved the outcomes for children. The childminder has a full set of written policies and procedures to support her practice, which she fully shares with parents. This enables parents to understand her methods, responsibilities and routines.

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

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| Unique reference number | 120738 |
| Local authority | Surrey |
| Inspection number | 840355 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 15/03/2011 |
| Telephone number | |

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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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