

<b>Inspection date</b>	15/01/2015
Previous inspection date	19/01/2009

<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**

- The childminder completes thorough assessments of children across all seven areas of learning and development in order to identify and support their progress. Children are making very good progress and this is effectively fed back to parents.
- The childminder offers children good opportunities to take part in a range of experiences in safe and secure environments. Children are happy well stimulated.
- Children have good opportunities to become independent and ready for school.

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

- Arrangements to gather information from parents about children's achievements at home are not fully effective.
- Although the childminder has started to use self-evaluation to improve practice and services, this not presently include the views of parents.

## 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 carried out observations of children and the childminder.
- The inspector sampled documents and policies.
- The inspector spoke to the childminder about her practice.
- The inspector read parents comments to gain their views.
- The inspector toured the premises.

## Inspector

Sara Hope

## Full report

### Information about the setting

The childminder registered in 2008. She lives in a residential area of Woking, Surrey with her husband and two children. Her mother lives at the property in a separate annex. The home is in walking distance of local amenities. The ground floor of the property is used for childminding and includes a downstairs toilet. There is a fully enclosed garden available for outside play. The childminder is currently caring for three children in the early age range, who attend on a part-time basis. The childminder operates four days a week, term time only. She is in receipt of funding for the provision of free early education for children aged three and four. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance further assessment arrangements to more effectively gather information about children's ongoing learning and development at home
- extend self-evaluation arrangements to include the views of parents.

### Inspection judgements

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

The childminder offers good educational programmes for children that are enjoyable and stimulating. As a result, children are making good progress across all areas of learning and development. The childminder offers children good emotional support, praise and encouragement. She creates opportunities for them to play in a variety of environments. Children mix well with others and experience good opportunities that reinforce their learning and development. They are encouraged to express their likes and dislikes openly and to have confidence in themselves. The childminder role models good relationships and, as a result, children are polite and courteous. The childminder encourages children to be inquisitive and to think critically about the world around them. She asks them questions and is receptive to the questions they ask her, extending their knowledge further and following their interests. For example, children enjoy going on a bear hunt and this theme has been used effectively to encourage them to explore different environments. The childminder helps children to develop good physical skills by encouraging them to move freely and to explore.

The childminder generally works well with parents, gathering information about their children when they first start. She tailors her care to meet individual children's needs

effectively. The childminder offers new parents and children good opportunities to come and visit her at home. This helps them to become more familiar with her, which eases the settling-in process effectively. The childminder provides parents with regular feedback to keep them informed of their children's progress. However, she has not engaged all parents to offer their views on their children's development. Therefore, communications are not always flowing in both directions. This does not help to promote a fully shared approach to children's learning.

The childminder knows the children well and identifies their capabilities effectively. This allows her to build on their skills and help them progress learning further. The childminder fosters children's confidence and independence well. Therefore, children are very well prepared when moving on to nursery or school. The childminder has high expectations of the children. She is constantly telling them how clever they are and offering them praise for their achievements. She motivates children to be involved in activities, but is also flexible in her approach in order to follow their lead. The childminder teaches children well, role modelling and setting up stimulating environments and activities that extend and build on their existing capabilities. Children's progress is meeting, or exceeding, developmental targets for their ages.

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

The childminder is very receptive to children's needs and forms good emotional bonds with them. Children are confident and happy, seeking out the childminder for reassurance or to cuddle up with her on the sofa for a story. Children chat happily to the childminder, sharing their thoughts and ideas. They feel at ease, exploring toys and playing independently or alongside the childminder. Children's behaviour is generally good. The childminder is firm yet fair when boundaries are being tested and, therefore, children are learning acceptable behaviour.

The childminder encourages parents to provide children with healthy snacks and meals, to meet their nutritional needs and establish healthy eating routines. Children experience good opportunities to go outside and play in the garden and nearby parks. They also enjoy days out to soft play centres, where they run around, climb and take part in physical exercise. The childminder effectively encourages children to develop independence to manage their own hygiene and personal needs. She supports children to feed themselves and use the toilet, offering help if needed. This meets their care needs well. Children use a step by the sink to wash their hands and each have their own hand towel for drying, which minimises the risk of cross-infection.

The childminder very effectively supports children to move on to nursery school, staying with them for short periods of time to reassure and settle them. The childminder encourages children to have confidence in themselves, independence in their personal care routines and to be familiar with activities such as reading and counting.

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

**provision**

The childminder has a good understanding of how to support children's learning and development. She carries out accurate assessments of children and, from these, is able to identify their progress and track their development clearly. The environment is safe and secure as doors are locked with keys out of the reach of children. The childminder checks all play environments regularly to make sure children are safe. Fire evacuation procedures are effective and children experience regular drills, becoming familiar with the procedure. The childminder has a good understanding of how to safeguard children from harm. She is aware of the different forms of abuse and knows what to do if she ever had a concern about a child. The childminder has written policies that underpin her practice, including a complaints procedure, and shares these with parents.

The childminder evaluates her practice and performance and, in order to increase her expertise, has completed a relevant childcare qualification at level 3. This has been beneficial with assessing and supporting children's development. Although self-evaluation is taking place, this does not generally include the views of parents. This does not help the childminder to ensure that she is targeting improvements to fully reflect the needs of children and their families. The childminder keeps her training up to date to make sure she is competent to keep children safe from harm. For example she has completed recent training on safeguarding and paediatric first aid.

Children have good opportunities to attend toddler groups and soft play centres with the childminder. She also works closely with other local childminders and staff at nursery to share ideas and offer children better opportunities. Parent comments indicate that the childminder is highly thought of. One parent has commented that the childminder is 'Excellent' at keeping parents informed and making them aware of their children's progress.

**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>	EY368623
<b>Local authority</b>	Surrey
<b>Inspection number</b>	829090
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/01/2009
<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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