

Inspection date

Previous inspection date

12/09/2012

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

- Children's individual needs are fully supported by the caring and nurturing approach of the childminder.
- The childminder develops strong working relationships with parents and others, to help support and extend children's learning and development.
- Children make good progress due to the childminders secure knowledge of the Early Years Foundation Stage framework.
- Children thrive in an environment where their behaviour is effectively managed in a consistent manner, which enables them to gain an understanding of right and wrong.

It is not yet outstanding because

- Some children are unable to explore a variety of natural and textural objects to enable them to develop their growing curiosity.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the childminder's home in the lounge and dining room.
- Children's information and development records were sampled.
- Ongoing discussion and joint observations with the childminder took place throughout the visit. Safeguarding was discussed with the childminder and her policy sampled
- Parents views were gathered through recently completed questionnaires.

Inspector

Teresa Elkington

Full Report

Information about the setting

The childminder has been registered since 2012. She lives with her husband and two children in Bookham, Surrey. The family have two dogs, four rabbits, and one guinea pig. Childminding takes place from the family home. The whole of the home is used for childminding purposes where children have access to a lounge, dining area and bathroom

facilities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently she has two children on roll in the early years age group.

What the setting needs to do to improve further

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

- Provide a range of everyday objects for babies to explore and investigate, such as treasure baskets.

Inspection judgements

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

Children demonstrate that they feel completely at ease in the childminders care, as they enter the setting and settle quickly to their chosen activities. Children make good progress in the prime areas of learning. This supported by the childminder's working knowledge of the learning and development requirements. Children's early language skills are promoted through the childminder's ability to model correct language and vocabulary. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. Children delight as they explore and use a wide range of interactive and age appropriate books. They are fully supported as they work out how to make additional pictures appear. The childminder introduces children to mathematical language and concepts during everyday activities and as children play.

Children develop an awareness of their immediate world through walks with the family dogs and visits to historical houses and gardens. Incidental opportunities, for example as they watch the postman delivering letters, enable children to see people in differing roles. Children enjoy exploring a range of good quality resources, however, opportunities for some children to explore the textures of natural resources are lacking. Interactive toys are used in a meaningful way to support children's next steps of development. For example, enticing children to crawl towards a musical tune. Role play is used effectively to enable children to explore their own and others thoughts and feelings. Children initiate their own imaginative play which is supported by the childminder who expertly evolves the scenarios into valuable learning opportunities. For example, as shining gloves are put on, they pretend that they represent twinkling stars and so burst into song.

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

Children's emotional well-being is fully fostered. For example, they respond to the loving, caring and reassuring approach of the childminder as they are prepared for their morning nap. The childminder acts as a positive role model enabling children to gain an understanding of how to show kindness to others. This in turn helps them to develop good friendship bonds with each other as they play. Their achievements are highly praised enabling the children to develop high levels of self-esteem and confidence. Children's independence is encouraged as they are able to make their own choices, as the play environment is effectively organised. have regular opportunities to develop their physical skills. They have many opportunities to use a range of physical play equipment both in the garden and during visit at local parks. Emerging physical skills such as sitting and crawling are encouraged by the childminder. Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy a range of fresh fruit and vegetable snacks which are presented in a fun way to invite and encourage good eating habits. Children respond to their bodily needs by independently accessing drinking water. Mealtimes are a social occasions where the childminder supports children in their development of early feeding skills.

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

The childminder has a good understanding of the requirements of Early Years Foundation Stage Framework. She has implemented effective systems, which enables her to fully support the development needs of young children. She has a good understanding of safeguarding procedures and uses her knowledge and experience to fully support the children in her care. Children's safety is prioritised well, through the use of both written and visual risk assessments. This supports the childminder in minimising the hazards to children, therefore, providing a safe and secure environment. The childminder has adopted effective policies and procedures, which guide the operations of her service. These are shared with parents, through the use of her well presented portfolio. Children's records are managed well; as they are filed and stored appropriately to maintain confidentiality.

The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. She has an astute awareness of children's starting points, which are fully discussed with parents, enabling her to plan effectively from the outset. The childminder compiles a pictorial scrapbook with written observations, which supports her as she plots their progress and aids her, as she plans for their next steps. These are used as an effective discussion tool with parents, but also provide them with long lasting memoirs of their time with the provider. Communication links with parents and others involved in children's care are fully valued by the childminder. Parents are provided with daily dairies alongside verbal feedback. Their opinions are sought through the use of questionnaires and they comment positively on all aspects of the childminder's care. The childminder demonstrates a strong capacity to develop her provision. She has adopted systems to evaluate her practice, which includes the use of on going self-evaluation. She values ongoing training in order to extend her knowledge and professional

development, which in turn promotes positive outcomes for 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

Unique reference number	EY443605
Local authority	Surrey
Inspection number	787928
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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 that are

usually their 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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