

<b>Inspection date</b>	18/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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 has a good understanding of how children learn and develop.
- Children enjoy their regular visits and the childminder understands the importance of integrating children into the community.
- Children's good health is well promoted because the childminder follows effective hygiene procedures and practices, explaining to children about why they wash their hands.
- Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder.

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

- while partnership working with parents is good, partnerships with other early years settings are less secure
- there is scope to provide more signs, posters and labels in the environment to help children learn more about words in different contexts.

## 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 children taking part in activities inside the home and out in the garden.
- The inspector spoke to the childminder and her co-minder during the inspection at appropriate times.
- The inspector looked at the planning of activities, children's development records and documentation linked to the welfare requirements.
- The inspector also took into consideration recent comments from parents given as references for the inspection.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and their two young children in Dorking, Surrey. The house is situated close to schools and shops. All areas of the property are used for childminding, with access to upstairs for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder also works with another childminder. There are currently four children on role, all of which are in the early years age range. The childminder also offers care to children aged from the end of the early years to 11 years. She collects children from the local school and attends several toddler groups on a regular basis.

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

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

- strengthen continuity in children's care and learning by sharing learning priorities with other early years provisions that children also attend
- create an environment rich in print where children can learn about words, for example through displaying signs, posters and labels.

## 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 how children learn and develop. She spends time getting to know children well when they start, and supports this through discussion with parents. She uses her observations effectively so she is able to understand what children know and what they can do. This enables her to effectively plan appropriate activities for each child, taking into account their interests and next steps. As a result, children make good progress in their learning.

Children thoroughly enjoy their time with the childminder. They are keen to involve her in their play as she sits close to them to support their learning. For example, children play with musical instruments with the childminder. Children show their delight as she copies the sounds they make together. The childminder uses this play opportunity to discuss the 'loud' and 'soft' sounds they make. She gives quality commentary to the activity which builds children's language and communication skills. In addition to this she constantly asks open-ended questions to support children to think and develop their vocabulary. She

repeats new words clearly for children to copy and praises their efforts to pronounce new words. As a result, children communicate well and enjoy the flow of conversation with the childminder.

Children's progress is recorded in individual folders which are accessible to parents at any time. She discusses daily with parents what their child has been participating in during the day and the progress they are making. This means the childminder and parents can consistently support children's learning in the setting and at home. The childminder is aware of the requirements for the progress check at age two and has begun to prepare systems to complete this appropriately. Children regularly visit local toddler groups and the children's centre where they socialise with other children. They enjoy their visits and the childminder understands the importance of integrating children into the community. As a result, children are confident and supported to move on smoothly to other settings and school.

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

The childminder acts as a good role model to children and she is calm and consistent with the way she approaches behaviour management. She is positive and offers lots of praise to develop children's self-esteem from an early age. This helps them to feel confident about what they do and prepares them well for moving on to other settings. Children's good health is well promoted because the childminder follows effective hygiene procedures and practices, explaining to children about why they wash their hands. Her guidance and support helps children to become independent in their personal care. For example, she encourages children to put their coats and boots on when they are getting ready to go out in the garden. The childminder provides a well-resourced environment for children, which covers all seven areas of learning. Children have access to a wide range of books that are easily accessible to them. However, there is a lack of posters and labels in the environment to help children learn more about words.

The childminder provides affectionate, supportive and reassuring interaction with the children. Children's emotional development is promoted as they build secure, trusting relationships with each other and the childminder. For example, children readily approach the childminder for support, cuddles and comfort when they are tired or hungry. The childminder makes sure she finds out about children's preferences and their daily routines by gathering good information from parents. Effective settling-in procedures, which are tailored to each child's needs, mean the change between home and the childminder's setting is a positive experience.

Children enjoy lots of outdoor play, which effectively promotes their physical development. The childminder makes good use of local venues, such as toddler groups and parks. This extends the options for children to socialise and enjoy outdoor play and exercise in the fresh air. Children's safety is given a high priority as the childminder ensures her premises are secure, and daily checks of the home help to ensure children play in a safe environment. The childminder helps children develop their understanding of how to be

safe. For example, they are gently reminded how to sit safely on the dining room chairs.

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

The childminder is newly register and already demonstrates a good understanding of the welfare, learning and development requirements. She plans an exciting range of activities which include all seven areas of learning. The childminder has a very good understanding of her safeguarding role and responsibilities. She clearly knows the action she would take in the event of a concern about a child in her care. The childminder checks the identification of any visitors and keeps the premises secure to ensure children cannot leave unattended and intruders are unable to enter the setting. Risk assessments are also carried out to help keep children safe in the childminder's care. The childminder is committed to continuously improving her setting. For example, she is very keen to complete a level 3 childcare qualification. She reflects effectively on her own practice. As a result, she is in the process of changing some of her current methods of how she observes and assesses children's progress. This will mean that she will be able to closely monitor children's individual progress more easily and identify any gaps in their achievements. She works extremely well with her co-childminder, which ensures continuity of care resulting in children's needs being met well.

A detailed range of written policies and procedures is in place. This helps to promote children's health, safety and welfare. Parents also receive copies of all these documents to keep them informed. All required documentation and parental consents are in place. The childminder takes the view of the parents very seriously and speaks to them daily. Text messages and photographs also help parents keep up-to-date with their child's day. The childminder has forged positive relationships with parents. Written testimonials from parents demonstrate that they are happy with the quality of the childcare their children receive. The childminder offers all parents a daily diary which includes information on meal times and the activities children enjoy during the day. In addition, parents have good access to children's development records and are actively encouraged to contribute and share their children's achievements from home. Partnership working with other providers where children also receive early years education is, however, less secure. Therefore, there is not an effective system in place to share children's learning priorities so that there is continuity in children's learning across all provision.

### **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 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 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

<b>Unique reference number</b>	EY450332
<b>Local authority</b>	Surrey
<b>Inspection number</b>	883937
<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>	4
<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.

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