

<b>Inspection date</b>	14/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are provided with a highly stimulating and exceptionally well resourced environment, which is geared to their individual needs and promotes their learning both indoors and outdoors.
- Children are extremely motivated and independent within their play.
- The childminder's high quality practice is significantly influenced by her co-childminder's positive and well-informed approach to children's care, learning and development.
- Excellent communication with parents means that children make excellent development progress and reach their full potential in relation to their developmental starting points.
- The childminder's caring and patient approach and her ability to work effectively with her co-childminder and assistant, means that children's individual needs are extremely well met and they are very happy and settled.

## 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 inspection took place alongside the co-childminder, assistant and several other children
- Documentation was scrutinised.
- Observations of children were made.
- Discussions were held with childminder.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

The childminder was registered in 2012. She is registered to work at her mother's address in Camberley, Surrey. The childminder works with a co-childminder and an assistant. They share the care of the children. There are 16 children in the early years age range on roll. The premises is a three storey house which is close to shops, parks, schools and public transport links. Children have access to a playroom, kitchen, conservatory, downstairs cloakroom and garden on the ground floor, a second playroom/ sleep room and sitting room on the first floor and a sleep room on the second floor. There is a pet cat. The

provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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:**

- consider ways to support children to strengthen and deepen their ability to venture away from familiar adults, to play and interact with others.

### **Inspection judgements**

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

The childminder works closely with her co-childminder and assistant, to plan a range of exciting activities and experiences that promote all aspects of children's learning and development. She has a very good knowledge of the characteristics of effective learning and development guidance, which she uses in everyday practice to observe and assess children's progress. Consequently, children make excellent progress in relation to their developmental starting points. They show enthusiasm for all activities and a strong exploratory approach, due to the exceptional opportunities they are given to experiment with a wealth of accessible resources and make their own choices. Children develop self-care skills, as with the childminder's support, they put their bags away, feed themselves and use an open cup with two hands. They show good hand and eye co-ordination, as they decide to transfer small garden stones into the compartments of an empty sweet box and place toys inside small boxes with lids. Children particularly enjoy playing outside in the garden and being active. They have access to a wide range of outdoor play equipment that provides them with good challenge. Children develop listening skills, as they begin to respond to instructions during movement activities and touch their heads and toes. The childminder has an excellent awareness that some children's understanding is much greater than their ability to express their thoughts and ideas and asks open questions that are geared to their level of understanding. Children laugh with enjoyment, as the childminder initiates games of hide and seek in the play loft area. She engages in activities that encourage children to engage in symbolic play, for example, as they choose to make a pretend cup of tea in the home corner. The childminder makes good use of pictures, books and real objects, alongside her communication with children.

Children learn about capacity, as they fill and empty containers of water and transfer objects according to size. The childminder promotes children's understanding of number, as she counts in numerical order, during everyday activities, such as snack time and when

getting into the car. Children show interest in their environment, as they draw the childminder's attention to airplanes they hear in the environment. They explore programmable resources and enjoy pressing the buttons to create sounds, for example, as they use a microwave in the home corner, a battery operated bee and a toy mobile phone. Children show an understanding of how to treat animals kindly, as they gently stroke the childminder's cat. They have excellent opportunities to explore the environment, as part of forest school activities, where they take part in mini-beast trails, collect different textured items in egg boxes and make crowns from leaves and acorns. The childminder rubs garlic on the trees, which children are encouraged to sniff and find their way, as part of a treasure hunt. Children explore an exceptional range of media that promotes their sensory development. They fill and pour jugs of coloured water down a drain pipe in the garden and use small trowels and whisks to combine garden soil, stones and water in small containers. Children play imaginatively with small world toys from the dolls house and role play resources under the play loft. The childminder is receptive to the information that parents share about their children's developmental at home, for example, new words they have learnt. She gives parents suggestions about how they can encourage aspects of children's learning, for example, with developing vocabulary. Parents have access to a secure on-line system that enables them to access daily information about their children's care and development. This successfully provides children with a unified approach to their learning and development.

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

Children's individual needs are exceptionally well met. They are extremely happy and settled and form close relationships with the childminder. This can be seen as they spontaneously run to her for a big hug after snack time and decide to sit on her lap during activities. Children are well behaved and play co-operatively alongside others, because the childminder shows great interest during their play and regularly praises them for their individual achievements. During outings to toddler groups, children show good independence as they separate from the childminder and take part in activities, such as painting. They play alongside others and often return to the childminder for reassurance. This is in line with expected development, given children's age and ability. However, they do not always interact with others during their play, which limits the development of their relationships.

Children have access to an exceptional range of resources and activities that promote all areas of their learning and help them to make excellent progress. The play room, conservatory and garden are set up with resources, such as, a play loft that has two levels, fairy lights, child seating and books. Other resources include a live caterpillar in a net, with related reference books and finger puppets, that help children learn about life cycles. There is a cosy area, with multiple different coloured ribbons suspended from the ceiling and large pipettes, jugs of water, small bowls and egg whisks available in the conservatory. Children develop a positive awareness of diversity, through a very good range of related activities and resources. The garden is set up with a wide range of equipment and media, including sand, water, gardening tools and a slide, climbing apparatus and wheeled toys. The childminder makes good use of this area for strawberry

planting and games, such as hide and seek. Consequently, children's learning is equally promoted during inside and outside activities.

Children are provided with extremely healthy food and drinks. For example, they enjoy eating hummus, pitta bread and fresh oranges at snack time and know where their drinks are kept. Children are protected from the risk of cross infection, as the childminder follows good hygiene practice. Their understanding of road safety is promoted, as she encourages them to hold hands, look for traffic and sings a familiar rhyme before crossing the road.

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

There are excellent systems in place for monitoring the delivery of the educational programmes, planning and assessment. This is achieved through regular observation and reflection with the co-childminder and assistant and in consultation with the local authority. The influence of the experienced co-childminder, significantly contributes to the high quality of the provision. The childminder is currently completing an NVQ at level 3 in childcare, which has helped her to identify risks within the premises and the action needed to make sure children are kept safe. For example, she ensures that the new conservatory doors are tied back and items removed from the stairs, to reduce tripping hazards. The childminder completes risk assessments as needed, for example, on outings. She has an excellent knowledge of child protection procedures, approved by the Local Safeguarding Children Board and fully understands her responsibility to protect the welfare of the child.

Self-evaluation is excellent. The childminder can clearly identify that she has improved her understanding of learning and development guidance and her self-confidence in meeting children's individual needs. She says this due to her knowledge of seeing how far forward children have come since she started looking after them. Since registration, the childminder has made improvements to the provision, particularly in relation to the accessibility of observations and assessments and communication with parents, due to the introduction of a shared on-line system. The childminder can clearly identify that this has helped her to become more confident with identifying and informing parents about children's progress and development. There are currently no children on roll, for whom the childminder is responsible, who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

### **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
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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

<b>Unique reference number</b>	EY444219
<b>Local authority</b>	Surrey
<b>Inspection number</b>	789687

<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>	12
<b>Number of children on roll</b>	16
<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 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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