

Inspection date	02/10/2012
Previous inspection date	08/05/2012

The quality and standards of the early years provision	This inspection:	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 makes good use of natural materials and resources to promote children's learning, some of which children collect themselves, such as pine cones and stones.
- The childminder shares affectionate, supportive and encouraging interaction with children, providing interesting play experiences that engage children and encourage them to investigate.
- The childminder uses space well in the home and garden to provide an environment that is interesting, stimulating and where children enjoy being.
- The childminder demonstrates a good commitment to her development through attending training and making affective use of local resources such as children's centres to support her development and increase her knowledge.

It is not yet outstanding because

- The outdoor area is not used to its full potential to embrace opportunities for exploration and investigation of the natural world.
- The childminder has not considered the benefits of providing duplicate resources to reduce potential conflict when all children want to use them at the same time.

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 inspector spent the inspection time with the childminder observing her and the children she was caring for. This took place in the childminder's home and garden.
- The inspector sampled children's information and development records.
- The inspector shared discussion and joint observations with the childminder throughout the visit. Safeguarding matters were discussed with the childminder .
- Parents' views were gathered through their comments on completed questionnaires.

Inspector

Jane Nelson

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and pre-school aged child in the London Borough of Merton, close to shops, parks, schools and public transport links. The childminder's home is a two bedroom ground floor flat, with direct access to a garden for outdoor play. The childminder uses the whole flat for childminding.

The childminder is registered by Ofsted on the Early Years Register and both parts of the

Childcare Register. She is currently caring for two children in the early years age range and collects a child aged over eight from school.

What the setting needs to do to improve further

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

- extend the use of the outdoor area to give further opportunities for investigation of the natural world. For example providing chimes, streamers, and bubbles to investigate the effects of wind.
- duplicate some materials and resources to reduce any potential conflict, for example by providing two dustpan and brushes, child size brooms, or two copies of the same book.

Inspection judgements

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

The childminder supports children in making good progress in all areas of their learning and development. She creatively and skilfully plans and provides a flexible daily routine with age appropriate stimulating play experiences that interest and engage children. As a result children are happy, busy and enjoy their time with her. They are acquiring, through their play and the daily routine, a range of skills that will support them as they move on to the next stage in their learning. For example, children are developing confidence, as they wash their hands independently in the bathroom and help to prepare their own sandwiches at lunch time. They watch and learn from copying the childminder's own child and tasks that the childminder demonstrates, such as, spreading cream cheese onto their bread. Children enjoy participating in routines, such as, helping to sweep up shingle in the garden after playing outside. However, on occasion, equipment such as dustpans and brushes are not duplicated to reduce potential conflict when all children want to help with the same task at the same time.

Children share affectionate, supportive and encouraging interaction with the childminder which helps them feel secure. They sit on her lap when playing, hold their arms out to her and vocalise excitedly to obtain her attention or when they want something. Children watch intently sitting close to the childminder, while she draws around their hands with chalk on the paving stones in the garden. They use numbers in their play, counting their fingers with her as she draws around them. The childminder sounds out the letters of children's names, as she writes on the ground, encouraging young children to explore and imitate the different sounds. Children use the chalks to mark make themselves on the paving, taking pride in their achievements and the pattern of their hand the childminder

has made.

Children demonstrate their small physical skills when they explore play dough. They squeeze, squash, roll and cut into the play dough, making different shapes and flattening the dough. Younger children demonstrate their excitement, vocalising and squealing as they play. Children indicate to the childminder they want to play outside in the garden and rush to get their wellington boots and coats. They fill and empty buckets digging in the sand in the sand pit and explore the shingle on the ground in the garden, sifting the sand and shingle through their fingers. The childminder provides a wooden bowl of vegetables for children to explore and use in the sand. Children feel the textures of different vegetables, and learn new words such as 'beetroot' and 'leek'. Children handle and explore the vegetables beginning to grasp that some are bigger and heavier than others. They feel the bumpy texture of corn on the cob, and count that there are two of these. Younger children find a small watering can and take great delight in pretending to water the harvested strawberry plants making a 'shhhhhh' noise as they 'pour' from the watering can. The childminder observes this and fills a larger watering can with water enabling children to 'give the plants a real drink'.

Children are developing an understanding of the world around them. For example the childminder comments that the wind is blowing and children notice the leaves in the trees are moving. The outdoor area is organised to support children's understanding of change, for example through planting, growing and eating strawberries during the summer months. Although this is not yet extended fully to provide further opportunities for investigation of other aspects of the natural world. For example by providing chimes, streamers, and bubbles to further encourage children's interest in the effects of wind.

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

The childminder provides a welcoming family environment where space is organised well for children to play, move around, rest and eat safely and comfortably. A good range of toys and play equipment is provided and easily accessible to children. These include a range of natural materials that children can use in a variety of ways, such as pine cones, stones and empty food containers. Play materials are presented creatively at children's level in a bedroom that is used for play, inviting children to explore and investigate.

Children are happy and enjoy their time in the childminder's care. They demonstrate they feel safe and very secure with her, sitting close to her, listening, and approaching her for cuddles and when they need help. Children play and move around safely, responding to reminders from the childminder to be careful as they play. Children generally behave well and are busy and interested in their play. They concentrate on tasks such as sweeping up the shingle outside and using the watering can. When minor disputes do occur or there are difficulties sharing, the childminder manages these swiftly, distracting children's attention.

Children are developing an awareness of their own health and a healthy lifestyle. They enjoy playing outside daily and go on regular walks to and from local schools with the childminder. Children are able to make choices about when they play outside and know they need to put their boots and coats on if it is a chilly day. They enjoy healthy foods, such as, their snack of fresh fruit and the sandwiches they have helped to make at lunch time. The childminder creatively introduces real vegetables into children's play as part of her current theme of Harvest Festival, developing children's awareness of different vegetables and healthy eating. Children follow practices that reinforce their understanding of their own good hygiene, such as, washing their hands before lunch.

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

The childminder makes good use of resources. For example, she regularly visits local children's centres and play groups regularly with the children, complementing the home based play opportunities she provides and encouraging children to socialise in a larger group. She is resourceful in providing play experiences that develop children's understanding of their own environment and the wider world. For example, providing empty food containers with labelling in different languages in the play kitchen, and having dual language books that support children's home language.

The childminder makes effective use of ongoing self-evaluation, successfully reflecting on her practice and identifying future development and training needs. For example, she has recently attended training relating to using phonics which she is putting into practice in her setting. The childminder uses print and labelling in the environment to encourage children's awareness of numbers and a developing recognition of their names and other familiar objects. She is planning to attend training in the near future, relating to mathematics and behaviour management.

The childminder understands her responsibilities to safeguard the welfare of children and has recently attended safeguarding training. She is aware of the procedure to follow if she has a concern about a child's well-being or an allegation is made relating to her. The childminder is aware of her responsibility to meet the welfare requirements and maintain records. She records and monitors children's development through observations and the use of the Development Matters in the Early Years Foundation Stage document. She has recently completed the newly required progress check for two-year-olds and shared this with parents. The childminder builds good relationships with parents and they praise her care, commenting positively on the range of activities she provides. There are no children currently attending, who also attend other settings such as nursery or a pre-school group. The childminder is aware of the need to work in partnership with other settings if this occurs in the future.

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

Unique reference number	EY437617
Local authority	Merton
Inspection number	884232
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	08/05/2012
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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