

## Inspection date

Previous inspection date

06/09/2012

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 are safe and well cared for in the childminder's welcoming, inclusive home.
- The childminder has good relationships with parents. This helps ensure that she knows children well and effectively meets their individual needs.
- Children take part in a wide range of interesting and stimulating activities. They make good progress in their learning and development overall, given their age, ability and starting points. They are well-prepared for the next stage in their learning.
- Young children form strong bonds with the childminder. They are happy, settled and motivated to learn. They show good levels of confidence and independence.
- The childminder shows a strong commitment to continuous improvement and constantly looks for ways to develop her service and improve her practice.

### It is not yet outstanding because

- The outdoor environment is not yet fully developed to provide a wealth of interesting experiences across all areas of learning
- Opportunities for children to develop skills for the future by accessing a wide range of technology resources in every day play are not yet fully extended.

## 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

- Discussion with the childminder
- Observation of children taking part in activities and care routines
- Examination of records and paperwork including letters from parents
- Inspection of the premises

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children, aged four and eight years old. The family live in a three bedroom house in a residential area of South Croydon. The downstairs of the house is the main area used for childminding. A garden is available for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children under eight on roll, two of whom are in the early years age range. The childminder also cares for one

child aged over eight years old.

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

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

- develop the use of the outdoor area to provide more opportunities for children to investigate the natural world
- increase opportunities for children to incorporate everyday technology resources into their play, such as cameras, torches and programmable toys.

### **Inspection judgements**

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

Children are confident and settled in the childminder's care. The childminder knows children well. She makes regular observations of their achievements in order to assess their progress. She plans a wide variety of activities and experiences that build on children's interests and their existing knowledge and skills. This keeps children challenged, interested in activities and well-prepared for the next stage of learning or for school. Children make good progress in all areas of learning overall, in relation to their starting points, age and ability.

The childminder makes sure that all children can take part in planned activities at an appropriate level. For instance, young children join in a baking activity by helping mix the dough with their hands, while older children weigh and measure ingredients. Children enjoy playing both indoors and in the garden, as well as regular outings to local parks, the library and playgroups. At present the garden area is mainly used for physical play and not yet fully developed across other areas of learning. For instance, children do not yet have regular opportunities to explore the natural world, such as through bug hunts, doing their own digging, growing and planting or investigating trees, puddles and plants.

The childminder fosters children's early language and communication skills as she talks to them as they play and listens carefully when they attempt new words. All children enjoy stories, remembering familiar words and pictures from their favourite book. They solve simple problems when they count as they go up the stairs, or work out which is the correct piece in a puzzle. Children practise their existing physical skills and develop new ones when they learn to climb up the steps to the slide in the park, or throw a ball in a game. They learn to understand the diverse world they live in when they join in with celebrations for Eid, or listen to a traditional Polish story.

Older children learn useful skills for the future when they look up information on the

computer or use it to complete simple programmes. Younger children, however, do not yet have regular access to a range of every day technology as part of their day to day play. Children express their creativity and imagination when they enjoy making music and singing, draw with big crayons or have fun in the role play kitchen. The childminder informs parents about their child's progress and achievements and they have opportunities to share information from home. Parents have access to their child's records and may attend regular meetings with the childminder.

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

Children have good relationships with the childminder, who is warm and affectionate towards them and attentive to their needs. This supports their physical and emotional well-being. They respond well to the childminder's consistent expectations and their behaviour is good. For instance, they remember to share the toys and wait patiently for their turn. Children show a strong sense of belonging. They grow in confidence and independence and demonstrate good levels of self-motivation.

Children move safely around the home, choosing their own resources. The childminder maintains a safe and well organised home. For instance, she conducts daily risk assessments and makes sure that children can easily access a wide range of good quality resources and play materials. Children gain an understanding of risks and how to keep themselves safe. For example, they recognise that a drink might be hot and remember how to climb down the stairs carefully.

Children benefit from freshly prepared, home-cooked meals and enjoy some tasty grapes at snack time. The childminder explains to children that fruit is good for them, which helps develop their understanding of healthy lifestyles. Young children begin to learn to manage their personal needs when they help wipe their hands after eating. Older children quickly become familiar with simple good hygiene routines such as taking their shoes off in the house.

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

The childminder has a clear understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She is familiar with procedures to follow if she has concerns about a child and has attended relevant local child protection training. All of the required documentation that promotes children's safety and well-being is in place.

The childminder works closely with parents to make sure she has a thorough understanding of each child's background and needs. For example, she gathers detailed information about young children's daily routines before they start. Consequently children receive appropriate care and all the support they need. The childminder keeps parents well informed about their child and the provision. For instance, they have access to written

policies and procedures and the childminder keeps a daily diary and talks to parents every day. Parents are happy with the care provided and comment that the childminder is 'caring, trustworthy and reliable'.

The childminder is aware of the need to develop effective systems for sharing information with other providers where children attend more than one early years setting, so that children experience consistency in learning and care. The childminder is clear about her responsibilities in relation to the learning and development requirements. She makes good use of local training opportunities and support from the local authority to develop her skills and evaluate her provision. She has a good understanding of her strengths and any areas for development, which means that improvements are well-targeted. For instance, the childminder has extended the systems for observations and planning, this enables her to closely monitor and regularly review children's progress. As a result, she is able to identify any additional support required by 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

<b>Unique reference number</b>	EY444331
<b>Local authority</b>	Croydon
<b>Inspection number</b>	789689
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

