

Inspection date

Previous inspection date

26/09/2012

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 learning is enhanced because they play in bright, attractive rooms where they are able to choose and explore many toys and resources that stimulate their interest and enable them to discover how things work.
- The childminder is very secure in supporting children in all areas of learning. She shows skill in helping their early talking by repeating and extending words they say, helping them to extend their vocabulary and express their feelings.
- Children make rapid progress because the childminder works extremely well with parents. She obtains comprehensive information when children start, which lays the foundation for a strong partnership, sharing the children's achievements at home. and when with the childminder.

It is not yet outstanding because

- The childminder assesses her strengths and areas for improvement through self-evaluation, although she does not actively seek the ideas and suggestions from parents and others involved with the children to build upon her programme to develop her service.

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 observed activities in both downstairs rooms.
- The inspector looked at all documentation with regard to children's welfare.
- The inspector followed the learning journeys of the children and discussed aspects of these with the childminder
- The inspector made a note of parents comments in children's files which contributes to children's progress

Inspector

Gillian Cubitt

Full Report

Information about the setting

The childminder registered in 2011. She lives with her two adult children in Mitcham within the London Borough of Merton. The home is close to local schools and parks. There is level access to the house and parking facilities outside. Children have a dedicated playroom and they have access to a large lounge area, which leads to the garden. Children have the choice to play inside or outside. The childminder has two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children, who are both in the early years age group. The childminder has experience of working in a school environment and afterschool clubs. She takes children to local parks and children's centres.

What the setting needs to do to improve further

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

- provide opportunities for parents, children and others to contribute their ideas to support the self-evaluation process to make improvements to support children's learning and development

Inspection judgements

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

Children play and explore in a home that is rich in play opportunities where the childminder successfully engages them in thinking critically and aids in their active learning. The childminder has transformed her front room and other areas of her home to become a stimulating play space. Children freely access a wide range of good quality play materials from low-level storage containers. Consequently, they are able to direct their own play and follow through their own ideas, thus becoming independent thinkers and learners. As a result, they look forward to being with the childminder because they know it is a fun place to be. The childminder uses children's interests to enhance their learning. For example, children's communication is making rapid progress because the childminder constantly chats to them during activities. Children repeat every word; the childminder sounds out syllables so children learn longer words, such as 'caterpillar'. Children's concentration develops early because they have a strong fascination for interactive books and the childminder further extends these to develop recognition of sounds. Children learn to whisper softly as well as sing loudly whilst clapping or shaking the maracas. Children show confidence in their coordination and physical skills as they move from room to room and dance in time to music.

The childminder's secure knowledge of how children learn through play, along with her ability to refer to the learning and development requirements, promotes good outcomes for children. Activities match children's learning needs and individual interests because the childminder knows them very well and makes best use of the continuous information from parents. The childminder makes accurate observations and evaluates children's learning well enabling her to plan enjoyable activities, which cover the key areas of learning. As a result, children learn to become social, confident communicators. Children's physical needs are also developing well because the childminder provides them with resources in the

garden as well as making best use of local parks.

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

Children play in a playroom that is bright and welcoming. The walls are full of pictures and posters, showing shapes, alphabet, numbers plus many more, which attract children's interest. Children show they feel safe because they confidently help themselves to the toys that are well within their reach. They have strong bonds with the childminder who is very sensitive to their individual needs; she gives them cuddles for reassurance and children particularly enjoy snuggling up for stories. New children settle quickly because the childminder takes time during their early days to obtain from parents everything that is unique about their child. For example, she gets to know about their likes and favourite toys as well as their stage of development and learning. The childminder also has photographs of children's family members to make them feel at home. Children learn about being healthy because the childminder teaches them about parts of their bodies as well as personal hygiene practices. For example, children have tissues readily available to use independently when sneezing. Children enjoy visits to the local park as well as playing in the childminder's garden where they have healthy exercise and fresh air. Meal and snack times are social, enjoyable occasions where children have a range of healthy, nutritious homemade meals.

Children behave well because the childminder shares with them the house rules. These are in attractive pictorial form to remind children to show respect for their environment and others. Children take their shoes off when they enter and they learn to share their toys. Children enjoy outings to local groups where they begin to extend their understanding of playing with others from different backgrounds to their own.

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

The childminder has a clear awareness of safeguarding children. She has received training and she has clear procedures, which she links to those of her Local Safeguarding Children Board. The childminder has a very safe, welcoming home and her risk assessments are very thorough. The provision of resources promoting positive images of diversity provides a sense of value for all. The childminder's documentation pertaining to children's safety and wellbeing are meticulous and fully support her service for the children and parents.

Right from the start the childminder develops strong yet professional relationships with parents. This is because she is genuinely interested in their needs to support their children. The 'All about me' questionnaires are thorough and provide parents and childminder time to discuss and reflect on the uniqueness of their child. Each child has their personal folder showing their progress linking with their ages and stages of development. This helps parents to see their children's achievements and growing abilities. Parents provide highly positive feedback. They confirm that their children feel settled because they have a good bond with the childminder. Parents also state that they

think it is great to see that their child is learning so many new things. The childminder has made links with nurseries and schools, to provide a consistent approach to children's care and learning.

The childminder's continual reflection means that she is making constant changes to develop her service for children. However, she does not fully include ideas from parents or others who are involved with the children to support her programme for development. Nevertheless, the childminder is highly motivated and works hard to establish clear systems that help her to provide a well-organised childminding service that meets every child's needs. She recognises her strengths as being the organisation of her provision together with the exciting play provision to promote children's learning. She identifies areas for further training that will help her to maintain a high level of service for children and parents.

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	EY435333
Local authority	Merton
Inspection number	787064
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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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