

## Inspection date

Previous inspection date

17/10/2012

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

- The childminder offers a welcoming, inclusive family environment. Children play safely due to her careful risk assessments and have access to a good variety of resources.
- Children are confident and settled in the childminder's care. They take part in a wide range of interesting activities and experiences. They make good progress in their development in relation to their starting points and capabilities. They are well prepared for the next stage in their learning.
- The childminder has good relationships with parents and there are clear systems for day to day communication. This helps ensure she knows children well and effectively meets their individual needs.
- The childminder makes good use of local support and training courses available to evaluate her practice and develop her knowledge and skills.

### It is not yet outstanding because

- Children play outside every day and good use is made of the outdoor environment to develop their physical skills. However, outdoor learning opportunities are not yet fully developed across all areas of the curriculum.
- Children do not always have opportunities to use a wide range of every day technology resources in their play.

## 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 children having lunch and taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children, one of school age and one of preschool age. The family live in a house in a residential area of Selsdon, South Croydon in Surrey. The downstairs of the house is used for childminding. There is an enclosed garden for outside play.

The childminder is registered to care for five children under eight years old, two of whom can be in the early years age group. The childminder is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register.

The childminder drives to local schools to take and collect children. She also attends local

children's centres, toddler groups and takes children to the library and parks.

### **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 provide opportunities for children to explore the natural world, observe things closely and take care of the environment, for instance by looking after plants.
- increase opportunities for children to use technology resources such as cameras, torches, magnifying glasses and programmable toys.

### **Inspection judgements**

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

The childminder makes sure she has a detailed understanding of each child's background, needs and starting points. For instance, she talks to parents before children start and makes sure settling in periods are well planned. This helps ensure that she can provide appropriate care when children start and can adapt care where needed, for example, to fit in with children's usual routines.

The childminder knows the children she cares for well and makes regular observations of their achievements in order to assess their progress. She plans a good variety of activities and experiences that build on children's existing knowledge and skills. This means that children are challenged, interested in activities and well prepared for the next stage of learning or for school. Children make good progress in all their learning overall, in relation to their starting points, age and ability. Their communication skills are encouraged when they join in conversations as they play or re-tell a familiar story to their friend. They solve simple problems when they share out the coins in the role-play shop, making sure everyone has the same number. They enjoy playing in the garden and have good opportunities to practise their physical skills when they use the trampoline or have a turn on the slide. Other outdoor learning experiences are not as fully developed, such as opportunities to explore and investigate the natural world and learn about the environment.

Children find out about the diverse world they live in when they talk about their lives and experiences and learn about the lives of children in other countries. They learn useful skills for the future when they look up information on the computer, but do not always have

regular access to a wide range of every day technology such as cameras, torches or magnifying glasses as part of their day-to-day play. Children express their creativity and imagination when they draw pictures, play in the role-play shop or have fun with the dressing up.

The childminder ensures parents are fully informed about their child's progress and achievements and have opportunities to share information from home. For instance, she involves parents in reviews of their child's progress and provides verbal feedback each day.

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

Children have good relationships with the childminder, who has a calm, caring approach and is responsive to their needs. This helps children settle quickly and supports their physical and emotional well-being. Children respond well to the childminder's consistent expectations and their behaviour is good. They are polite and well mannered, remembering that they need to share and take turns and think about their friend's feelings.

Children grow in confidence and independence as they move around the childminder's safe, well-organised home. The childminder's conducts careful risk assessments and makes sure precautions such as safety gates are in place so that children can play safely. Children help themselves to a good range of age-appropriate resources and play materials that are easily accessible in the living room. Children gain an understanding of risks and how to keep themselves safe. For instance, they help tidy away the toys so that no one trips over them, and the childminder gently reminds them to be careful when they climb on the sofa so they do not fall and bump their head.

The childminder promotes children's good health well. Children learn to manage their personal needs when they wash their hands before they eat and take their shoes off inside. They benefit from varied home-cooked meals and snacks that meet their nutritional needs, enjoying their favourite filling in their sandwiches for lunch and choosing some fruit at snack time.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She attends relevant child protection training and knows what to do if she has concerns about a child. She makes sure that all the required paperwork that promotes children's safety and wellbeing is in place and is kept up-to-date. The childminder has a clear understanding of her

responsibilities in relation to the learning and development requirements and makes sure she is familiar with the revised framework. She monitors children's achievements closely, for instance by using tracking sheets, to make sure that all children are making good progress.

The childminder has good relationships with parents and keeps them well informed. Parents have access to a wide range of useful policies and procedures and the childminder provides daily feedback both verbally and through a daily diary. Parents comment that they are very happy with their child's progress at the setting, in particular their social and physical skills. The childminder is aware of the need to build effective links with other providers and professionals where appropriate, to ensure that children benefit from a consistent approach.

The childminder is committed to developing and improving the provision. She makes good use of local courses, links with other childminders and the support of the local authority to evaluate the setting and develop her skills and practice. She welcomes feedback from parents and is responsive to their suggestions, for instance making changes to the daily routine to better fit in with children's needs. The childminder is keen to continue to develop her knowledge and skills through further study such as professional childcare training.

### 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>	EY417191
<b>Local authority</b>	Croydon
<b>Inspection number</b>	725486
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	0
<b>Number of children on roll</b>	0
<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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