

Inspection date	23/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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's needs are quickly identified and exceptionally well met through highly effective partnerships between the childminder, parents and external agencies.
- The learning environment is highly stimulating with extensive child-accessible resources both indoors and outside. This supports children's independence and motivates them to explore.
- The childminder has an extensive knowledge of how young children learn therefore teaching is rooted in expertise. Consequently, all children make significant progress in relation to their starting points. This is further supported by exciting stimuli, sparking imaginative play and the childminder using children's interests to extend their learning.
- The childminder is exceptionally well informed, organised and extremely professional. She has an in-depth knowledge of the Early Years Foundation Stage requirements which she implements meticulously. This ensures the safe and efficient management of her childminding service.
- The childminder is highly reflective and strives to continuously improve her excellent service to ensure she maintains her high standards.

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 the children participating in activities and interacting with the childminder both indoors and in the garden.
- The inspector observed the daily routine and practice and discussed the organisation and managing of the childminding service with the childminder.
- The inspector sampled records and documentation relating to children's progress and development; safeguarding; self-evaluation; planning and communication with parents.
- Parent's views were taken into account through letters written to the inspector.
- The inspector discussed risk assessment with the childminder and inspected the premises.

Inspector

Denys Rasmussen

Full Report

Information about the setting

The childminder registered in 2012. She lives in a house in New Addington, in the London Borough of Croydon. She lives with her husband and three young children. The whole of

the house is used for childminding purposes except for the main bedroom. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll and of these, three are in the early years age group. The childminder has a level 4 qualification in Children's Care, learning and Development.

What the setting needs to do to improve further

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

- consider using signs alongside speech to introduce children to a variety of communication strategies.

Inspection judgements

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

Assessment is precise, sharply focussed and is well monitored to secure timely interventions to meet children's individual needs successfully. Teaching is rooted in expertise because the childminder has an in-depth knowledge of how to support the characteristics of children's learning. As a consequence, children make rapid improvement in their learning in relation to their starting points. This prepares them extremely well for the next stage in their learning. The childminder provides exciting stimuli to spark the children's imaginative play and extends their learning by following their interests. For example, the children are very fond of a story about a bear hunt so the childminder uses this interest to extend their play. They turn the play tent into a bear cave and because the childminder provides atmospheric features in her role play the children were able to pretend to make bear noises using the echo machine. They eagerly went on their own bear hunt in the woods, searching in the puddles and long grass. On their return they made books about their adventure using photographs as illustrations. This supports their love of books and recall skills. They often share books that remind them of what they can do through photographs which encourages children to begin to 'read' by themselves. Children's communication and language skills are very well promoted. They share books often, sing songs and rhymes, learn animal noises when playing with the farm and play listening games. Simple technology encourages children to use their voice and the childminder engages the children in continuous conversation supporting their confidence and self-esteem. The childminder has attended training in signing and the children attend a group that use signs alongside speech. However, she has not as yet introduced signing as a regular part of her own practice which will further support children in a variety of communication strategies.

The childminder makes the most out of any learning opportunity that presents itself. For example, when tractors were in the field they watched them cutting the grass and move the heavy rocks. When they noticed snails on the path after the rain they stopped they went outside to watch them and talked about their shells. This interest was extended by making snails out of play dough and hiding in boxes to represent the snails shells. The childminder provides an extensive range of materials, resources and sensory experiences to enable children to explore colour, texture and space. They mix colours together and paint objects around the garden, they explore the texture of cornflour and water and watch as it drips through their fingers. They are able to explore the house and three levels of the garden freely with the childminder following their lead. She enables children to play a dynamic role in their learning, they offer their ideas and respond to challenges with enthusiasm. When playing in the garden a child uses problem solving skills as he perseveres in trying to turn the water tap on and off so he can fill a cup. He beams with pride when he is successful and has mastered a new skill. Children show high levels of independence when they decide that they want to play outdoors and choose resources to experiment with. They notice the spider webs on the climbing equipment and the childminder skillfully guides them into a bug hunt. They play with natural objects, such as leaves and pine cones, and transport real carrots and swede in the wheelbarrow. Children are well motivated and consistently demonstrate the characteristics of effective learning, supported by the childminder's intuitive and supportive interaction.

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

The childminder knows the children extremely well which means they are flourishing in the nurturing and highly stimulating environment. The childminder's highly skilled and enriching interaction supports their self-esteem and ability to form a secure emotional attachment to her. This provides a strong base for children's developing independence and exploration. The childminder is a good role model and her realistic expectations and skilful guidance support children to negotiate and cooperate with each other. Children play harmoniously together and their relaxed and happy disposition shows they feel safe with the childminder.

They show high levels of self-control and confidence. Photographs of the children displayed in the environment and photo albums instil a sense of belonging and promote children's well-being. Children are motivated and enjoy achieving what they set out to do because the childminder is very aware of the characteristics of learning and has ensured her environment and interaction supports these extremely well. Children are developing an excellent understanding of how to manage risks and challenges relative to their age. For example, they check things out with the childminder if they want to do something new and confidently try new things. They learn how to use the stairs safely by holding the hand rail and how to use scissors carefully. When outdoors they learn about road safety when they talk about the dangers and cross at the crossings.

Children are very well supported to understand and manage their own personal needs and competently do so relative to their age. They learn about good hygiene practices through

well established everyday routines. They find a tissue to wipe their nose and put the tissue in the bin. They know; for example, they need to wash their hands before meals and dry their hands with individual towels which helps reduce the spread of infection. Children are offered a nutritious menu and the childminder ensures they understand what eating healthily means. She talks about the fruit and vegetables at snack time and reinforces that they are good for you. The children grow strawberries and tomatoes in the garden then eat their produce to further encourage healthy eating. Healthy lifestyles are promoted through daily physical activities in the fresh air. Children have free access to the extremely well resourced garden and visit local parks, woods and farms. They regularly attend groups to play with other children and practise their social skills. The children are very well prepared for the next stages in their learning.

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

The experienced and motivated childminder has exceptional knowledge of each child's individual needs and the requirements of the Early Years Foundation Stage. This coupled with effective partnerships support children to make significant gains in their learning. The childminder has an astute and targeted programme for her own professional development which supports her already excellent understanding and practice. She uses her self-evaluation to set challenging targets for improvement so that her childminding is highly successful and well documented. She is highly reflective and demonstrates motivation and enthusiasm to maintain the highest levels of achievement for all the children. She has completed extensive training to promote outcomes for children and to ensure their continued safety and protection. For example, she has attended a course on recruiting safely as she intends to employ an assistant in the future. The childminder implements her comprehensive policies and procedures meticulously ensuring the safe and efficient management of her childminding service. Her experience in the childcare field and excellent knowledge of safeguarding issues mean children are extremely well protected. Rigorous risk assessment is ongoing and supports children to play safely both indoors and outside.

The childminder's excellent overview of her educational programme ensures it is consistently tailored to meet the individual needs of all the children and covers all areas of learning well. She works closely with parents and external agencies to ensure children receive the support they need in a timely manner so that achievement gaps are quickly narrowed. Partnerships are strong and make a strong contribution to meeting children's needs. Parents are extremely happy with the childminding service and the progress their children are making. They appreciate the photographs the childminder emails to them and the informative newsletters. They welcome the daily diary that shares information about their child's day and suggests ideas they could continue at home. The childminder has an informative web site and portfolio for parents that gives information about her service and welcomes suggestions and comments from the parents. Parents comment that they are pleased with the 'vast improvement' in their children's progress particularly in 'language and social skills. They report the childminder is very 'welcoming', 'flexible' and has a 'good insight' about their children. They are 'reassured by her approach' and feel she 'truly cares'

about their 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

Unique reference number	EY443490
Local authority	Croydon
Inspection number	797836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
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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