

Inspection date	22/10/2012
Previous inspection date	11/10/2011

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

- Children respond well to the gentle and positive interaction of the childminder. This fosters good relationships and helps children to feel safe and secure.
- The childminder works closely with parents and others to make sure children are well supported and their changing needs are met.
- The experienced childminder interacts with children sensitively and positively to enable every child to be included and achieve, whatever their ability.
- The childminder's home is warm and welcoming. The well-organised play resources encourage children to make choices in their play and engage in stimulating activities, supporting their all round development well.

It is not yet outstanding because

- Children's communication and language skills are not fully extended by introducing them to alternative strategies, such as signing.

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.
- 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; certificates; self-evaluation and communication with parents.
- Parent's views were taken into account through letters.
- The inspector discussed risk assessment with the childminder.

Inspector

Denys Rasmussen

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and three children, two of whom are adults. She works with an assistant. The childminder's father lives in a self-contained flat to the side of the main property. The family live in a residential area in

the London Borough of Croydon. The whole of the ground floor is used for childminding and there is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll. Of these, three are in the early years age group. The childminder is registered to provide overnight care for one child under eight years. She holds a level 3 childcare qualification and is a member of the local Childminding Network.

What the setting needs to do to improve further

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

- support children in using a variety of communication strategies such as signing alongside speech.

Inspection judgements

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

The childminder gains detailed information about the children from their parents before they start. She uses this along with her clear observations of the children and information from other providers to plan a stimulating learning environment. She has a good understanding of each child's learning and development needs and after evaluating their progress she agrees their next steps with their parents. She ensures children are continually challenged to support their progression. For example, after mastering a particular puzzle she introduces the children to a slightly more difficult one. Children work out solutions to simple problems. For example, by counting aloud and pointing to each dot on the dice to work out the number, and by pressing a particular button on a toy to make a noise. All children listen well, pay attention and are included, for example, while they are engaged in a game. This is because the childminder supports them skilfully, mindful of each child's ability. This supports each child to progress well relative to their starting points. Children are offered good opportunities to mark make and enjoy drawing simple shapes such as circles and lines. Children enjoy creating sounds and experimenting. For example, they use different objects to bang on the xylophone to make different sounds. The childminder uses skilful interaction, singing and action rhymes and a well-labelled environment to support children's growing communication skills. However, children are not fully extended by being introduced to alternative communication strategies, such as signing.

Children visit local groups where they play with other children and develop their social

skills. The childminder supports children's acceptance of difference when she explains that a particular dress is called a sari and uses storytelling to encourage discussion about cultural differences. She provides books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. Children enjoy snuggling up with the childminder to share a story and enthusiastically participate. The childminder provides a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. For example, children carefully climb into the dark sensory tent and experiment. They watch the colours in the ball and feel the vibration against their skin. They have the confidence to try new things and investigate and experience things by having a go. Children's imagination is sparked by the good quality play props available. For example, they happily wash up the dishes in the role play area and make noises to represent the sound of the water. Children thoroughly enjoy the time spent with the childminder and their friends and are learning the skills needed for the next stage in their learning.

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

The experienced childminder maintains a positive, gentle and nurturing approach. Children respond well to this and as a result they are happy, well settled and self-assured. The close and affectionate relationships fostered help children to form secure attachments promoting their well-being. The environment is organised to develop children's growing independence and cooperation. The toy boxes are labelled with photographs and words to enable 'tidy up time' to be used to promote logic and reasoning about where things fit or are kept. It is organised to encourage children to make choices in their play. For example, there is a cosy area with a display of books, an art cupboard and a well-resourced role-play area. This supports children to be confident and motivated to learn. Children play together harmoniously because the childminder skilfully guides them and joins in with their play. She acts as a positive role model and opens up opportunities for children to share, take turns and cooperate.

The childminder sensitively supports children to learn to care for their own personal needs and prevent the spread of infection. For example, they find a tissue to wipe their nose because they are kept at child level and then put it in the bin. They wash their hands afterwards, encouraged by posters about good hygiene. The childminder supports the children to make healthy food choices. She talks to the children about healthy foods during mealtimes and provides them with nutritious food. The garden is used well to support children's physical development and encourage them to be active to promote their good health. They play football, climb and jump on the trampoline. The childminder has a secure knowledge of how children learn and provides a well resourced environment that offers children stimulating activities covering all areas of learning.

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

The childminder has successfully incorporated a broad range of experiences that promote all area of learning. She has good systems in place to understand children's individual needs to enable her to focus on areas where more support is needed. This means children are able to make good progress in relation to their starting points. The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she has ensured her assistant is booked onto a first aid course so that he can be left in sole charge of early years children, such as when collecting them from school. The childminder has a very good understanding of safeguarding issues and has attended training in this area to heighten her awareness. Her comprehensive policies and procedures are implemented in practice to protect children and keep them safe. They are displayed in her portfolio for parents' information. All the required records are well maintained and the childminder is well organised.

The childminder demonstrates a positive approach to reviewing and improving her professional development in order to continue to enhance her good practice. She attends regular training to update her knowledge and improve outcomes for children. For example, she attended 'Getting it right for boys' and now takes mark making outside, such as chalking or painting the fence to motivate boys to write. She regularly reflects on her service supported by the local authority and through parental feedback to enable continuous improvement. The childminder works well in partnership with parents, other providers and agencies to ensure children get the support they need. She liaises with another provider to ensure children receive consistent care and learning and has daily discussion with parents about their children's changing needs. Parents comment that the childminder is 'kind, calm and patient' and they are 'extremely happy' with the good progress their children are making. Parents report that the 'positive and happy environment' is helping their children develop 'confidence and self assurance'. They comment that their children 'look forward to being with the childminder' and appreciate the childminder updating them daily 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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	124251
Local authority	Croydon
Inspection number	884583
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13

Name of provider**Date of previous inspection**

11/10/2011

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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