

Inspection date

Previous inspection date

21/11/2012

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 well cared for and receive good support in their play and learning
- Children are settled and have established secure relationships with the childminder
- Children take part in a wide range of indoor and outdoor activities. The environment and resources are organised well to meet children's needs and they are able to make independent choices of what they wish to play with.
- The childminder successfully plans activities that help children to make good progress across all areas of learning.

It is not yet outstanding because

- There are few resources that show positive images of diversity and the childminder has not fully considered how to increase children's awareness of different people and communities

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 made observations of the children at play and the interactions between the childminder and children.
- Discussions were held with the childminder during the course of the inspection.
- Children's progress records and mandatory documents were viewed.
- The inspector also examined questionnaires from practitioners at other settings children attend.

Inspector

Janet Williams

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and family, in the Raynes Park area of the London Borough of Merton. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Areas of the home used for childminding include the whole of the ground floor and the first floor, with the exception of the master bedroom which is not accessible to the children. An enclosed garden is used for outdoor play and this is accessed directly from

the playroom. The childminder is currently caring for two children who are both in the early years age range.

What the setting needs to do to improve further

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

- provide a variety of resources reflecting diversity and use them to promote children's awareness about people in the community.

Inspection judgements

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

The positive learning environment supports children's all-round learning and development. The childminder has a secure knowledge of the Early Years Foundation stage and plans good learning opportunities for children both indoors and outdoors. Prior to children starting the childminder completes an 'all about me' document with parents. This enables her to have a precise knowledge of children's starting points and capabilities. She uses information gathered to support her in planning for each child's individual learning needs. Good observation records clearly show how the childminder identifies the next steps for children's learning regularly. She then carefully plans activities and experiences to promote children's further development, and she helps them to gain skills for the future.

The well organised play room allows for older and younger children to access a varied range of play materials and equipment. Planned topics help children to understand and appreciate other cultures. For example, they recently celebrated Diwali festival and did hand painting. However, the childminder has few resources that reflect diversity to help raise children's awareness about different people in the community.

Babies are beginning to develop their own preferences and make choices for themselves. They move around freely, pulling themselves up to stand with the assistance of a baby walker and furniture around the room. This clearly shows that they are learning to control their own body and gain physical skills. They enthusiastically explore their environment, grasping objects and resources that are fun and interesting to them. Babies enjoy pressing buttons of programmable toys and listen to the music that is generated. They move to the rhythm of the music. This shows how children are learning to appreciate music and developing their listening skills. Babies show they are happy in their play and their closeness to the childminder supports their emotional well-being and gives them the confidence to explore new experiences.

The childminder supports children successfully during their play, encouraging their language skills and extending activities so that children are suitably challenged in their learning. Good photographic evidence shows older and younger children participating in a range of creative arts and crafts. They use a range of tools, such as paint brushes and pencils to develop their mark making skills and to express their own design ideas.

The well organised outside play area is used daily and provides children with a safe and secure environment for developing children's confidence, self-esteem and agility. Older children enjoy the freedom of being outside. Organised outings to a local farm teach children about nature and the environment, promoting their understanding of the world.

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

Children and babies aged under two years have developed a healthy dependence on the childminder who is receptive to their individual needs. The childminder uses appropriate and effective behaviour management strategies to help them understand right from wrong. Children are learning about themselves and their own capabilities. They learn about keeping themselves safe. For example, children know when out and about they must stay clear of the road and only cross at the pelican crossing. They also learn about 'stranger danger'.

The childminder follows children's individual routines for eating and sleeping. This ensures continuity of care and contributes to their physical well-being. Babies can feed themselves which develops their independence skills. Children's good health is effectively promoted and the childminder encourages children to adopt healthy lifestyles. All relevant information regarding children's welfare is gathered from parents, such as their individual dietary requirements. Menu plans show nutritious meals and snacks to help children develop healthy eating habits from a young age. Fresh drinking water is readily available for babies and young children to independently help themselves. Children practise and learn good hygiene routines, such as hand washing prior to meals. They also have plenty of fresh air and exercise each day.

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

The childminder implements effective policies and procedures to promote the welfare, care and learning of children. All mandatory records are in place, such as children and parent details and permission has been obtained for outings. The childminder has a good understanding of child protection issues and how to proceed if she has concerns about a child in her care. This supports children's well-being. Good risk assessment both indoors and outdoors mean children can play, learn and explore safely.

The childminder effectively promotes children's learning and development. She has a good systematic process for fully monitoring the effectiveness of the educational programme

that supports how children progress and learn in all areas. The childminder evaluates her practice regularly to ensure continual improvement in the outcomes for children. She is clearly able to identify the strengths and weaknesses in her provision and plans to attend various local authority training courses to improve her knowledge and understanding of the Early Years Foundation Stage relating to children's learning. The childminder makes sure she has an up-to-date first aid certificate, as required.

The childminder is currently caring for children who attend another setting. She uses a good questionnaire system to gather information from practitioners who are involved in the children's care. This she uses to effectively support continuity for children's care and learning. The good relationship established with parents ensures they work together and share information about children's individual progress and development. All children have a care diary to ensure continuity of care. The childminder respects parents' wishes and ensures children's individual needs are fully met. All parents receive a copy of the childminder's policies and procedures. This enables them to have knowledge and understanding of the practices within the provision.

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	EY446066
Local authority	Merton
Inspection number	799572
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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