

Inspection date

17/12/2012

Previous inspection date

03/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Met

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 has highly positive relationships with parents and these are well established. This helps to ensure that the needs of the children are met. Parents are kept informed about their children's achievements, which enables them to support their children's learning at home.
- The childminder demonstrates a good understanding of how to assess children's achievements and progress. Children are well supported in order to make good progress through a balance of child-initiated learning and activities led by adults. Resources are easily accessible and meet children's individual interests.
- The childminder has a good understanding of how young children learn and provides a wide variety of opportunities to promote children's learning and development.
- The childminder provides an inclusive environment where the individual needs of the children are met well. Children value and develop an understanding of their own culture and that of others.
- The childminder reflects on her practice and accurately identifies areas for future improvement.

It is not yet outstanding because

- The learning environment is not consistently rich in print to fully promote children's understanding of words.

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's play and the interaction with the childminder.
- The inspector spoke to the childminder at appropriate times
- The inspector sampled the childminder's documentation including the learning journals for individual children.
- The inspector took into account the childminder's self-evaluation and written references from parents.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder has been registered since 2008. She lives with her two adult children in a house, in the Streatham Vale area, in the London Borough of Merton. Children have access to the living room, the dining area, and a secure garden area. The family pets include a dog and two cats. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently two

children on roll 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:

- ensure that risk assessments identify when and by whom the assessment was carried out
- enhance the learning environment so that it is consistently rich in print and children can learn about words. For example, by using signs and labelling of toys.

Inspection judgements

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

The childminder gathers information about the children's interests and starting points from parents on entry to the setting. These systems help children settle and involve parents in their children's development and learning. The childminder adapts her planning to meet children's individual interests and developmental needs, using discussion with parents and her own observations of children's play. She makes ongoing assessments, records her observations of the children's progress and plans for the next steps in their learning. The childminder uses the Developmental Matters in the Early Years Foundation Stage guidance to monitor children's developmental progress. This means that gaps in the children's development are quickly identified and acted upon. The childminder has a good understanding of the seven areas of learning and ensures that the educational programme is reflected within her learning environment and that children have good opportunities to develop.

Babies explore their senses using a variety of different tactile resources that they find in the small treasure basket. For example, they have explored objects that are gold, silver, plastic, wooden, and paper. This means young children are beginning to learn about the world around them. Babies communicate well with the childminder using gestures and facial expression and turn to her for reassurance. The childminder has a good selection of books that children can choose independently. However, the environment is not consistently effective to support children in their reading skills because it is not rich in print, such as signs and labelling.

The childminder provides a safe, inviting and attractive environment for children to play and relax. A large picture frame displays photographs of the children and their families.

Children's creative work also adorns the walls. This helps children to feel a sense of belonging and help them to settle. Children enjoy the comfortable corner where they can sit and look at books or listen to stories with the childminder. The role-play area changes into several different scenarios including a caf, police station, fruit and vegetable shop and a taxi station. These opportunities help children to develop their imagination in make-believe play, language and communication and understanding of the world. Use of the outdoors features routinely in the childminder's plans. Children have opportunities to plant and watch seeds grow, such as cucumbers and other vegetables. They learn about nature as they feed the birds .

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

The childminder provides a warm and welcoming environment with a good variety of resources to support children in their play and learning. Bonds developed with the babies are strong and they settle quickly. Older children are supported by the childminder in understanding and speaking about their emotions and feelings. She does this by using 'emotion cards' which children can select the one which they feel best reflect how they are feeling. Children's behaviour is managed effectively as the childminder uses appropriate age-related strategies to do this. As a result children behave well and learn to share and take turns.

The childminder promotes children's health well. She provides nutritious snacks and meals and works in partnership with parents in meeting their children's individual dietary needs. Posters about healthy eating help children to think about what is good, and what is less good for them. The childminder ensures that children have plenty of fresh air and exercise to support their good health. Child-sized furniture enables children to sit in comfort at a low table and a special baby chair supports young babies who cannot yet sit securely by themselves. This enables babies to be part of the socialisation that takes place during meal times.

Children learn to keep themselves safe by being involved with fire drills and risk assessments. For example, the childminder asks older children to identify what the risks in the kitchen could be. This helps them to understand why they are not allowed to be in there on their own.

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

The childminder has a secure understanding of all areas of the Early Years Foundation Stage including the learning and development requirements. She has a good understanding of her responsibility to implement a full educational programme within her setting. She uses the Development Matters in the Early Years Foundation Stage guidance to monitor children's development effectively and plan for their next steps. Through effective monitoring of children's progress records, the childminder ensures the educational programmes cover all areas of their learning.

The childminder has a good understanding of how to protect children. She recognises that her first priority is to the children and is vigilant in safeguarding them. She has a good awareness of the possible signs and symptoms that a child may be at risk of harm and knows the appropriate procedures to follow should she have concerns about a child in her care. The childminder conducts a daily visual risk assessment of her home and records any new identified risks, for example, the Christmas tree and the decorations recently put up for Christmas. The childminder keeps a record of visitors to her home and checks all personal identification. This enables children to feel at ease in a safe environment.

The childminder shows a good commitment to improving her professional development by attending and identifying various training courses and workshops that will enhance her practice. For example, she has applied to attend an information session about the two-year-old check, training about how boys learn and to update her safeguarding training. This means that the childminder is preparing to continually protect children and support their learning. The childminder has an effective system in place to evaluate her provision. She has set up a personal development log that identifies actions for improvements for the future. The childminder has developed effective partnerships with the local authority and runs the local childminding group where she offers support to other childminders. Through the support of her early years advisor, she has been successful in her application to attend a NVQ level 3 childcare course. This shows a strong drive to improve.

The childminder has formed strong relationships with parents and they are kept very well informed of their children's progress and day-to-day routine. The childminder gives parents frequent opportunities to contribute to their children's learning profiles and detailed daily diaries. Letters and questionnaires from past and present parents contain positive responses such as how well the childminder is organised and how well she keeps them up-to-date with their children's progress. This sharing of information contributes to effectively meeting children's individual needs and those of parents. The childminder has a good understanding of the importance of working in partnership with others involved in children's learning and the need to liaise with them closely. She has already built good links with nurseries and local schools that children attend. This promotes continuity of care and education for children in her care and supports them in times of transition.

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

Unique reference number	EY372297
Local authority	Merton
Inspection number	795077

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	03/11/2008
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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