

Inspection date	17/01/2013
Previous inspection date	14/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 understands their children's needs well and as a result they are well cared for.
- The childminder has well organised systems in place for monitoring and assessing children's progress.
- The childminder has good systems in place to inform parents about their children's welfare.

It is not yet outstanding because

- Labels and signs on toys and resources are not always consistent in helping children to develop and extend their early reading and writing skills.
- Behaviour is good but the childminder does not involve children in agreeing house rules.

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 looked at a variety of records including children's records, self-evaluations and safety records.
- The inspector observed the interactions between the childminder and young babies.
- The inspector has discussions with the childminder about how she supports older children in the early years age range.
- The inspector viewed the areas of the premises and garden used for childminding.

Inspector

Linda du Preez

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and three children. Their house is situated in the London borough of Merton. Children have access to a playroom, a dining room, living room and a child's bedroom. There is also a fully 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. She currently caring for four children, two of whom are in the early years age range. She cares for children Monday to

Friday from 7am to 6pm throughout the year.

What the setting needs to do to improve further

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

- extend resources for literacy and mathematics by displaying labels and signs appropriate for the age of the children attending
- involve children in agreeing codes of behaviour to help them to take responsibility for implementing rules.

Inspection judgements

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

The childminder gathers relevant information from parents, to identify individual starting points in children's development. She has good systems in place to observe children, assess their progress and plan for their next steps in learning. She regularly shares information with parents to support continuity in children's learning and progress. The childminder provides a wide selection of easily accessible resources that where children can help themselves from. This helps children to develop their independence and feel motivated to learn.

The childminder supports babies emerging language skills by making eye contact, and using repeated words and phrases, so babies can begin to recognise particular sounds. Babies respond by looking at her, smiling and making gurgling sounds. The childminder provides a good range of books for children across all ages. Babies particularly enjoy squeezing and exploring the soft fabric books as they look at the pictures and practice opening and closing the pages.

The childminder generally provides a good range of resources to support children in developing the necessary skills for starting nursery and school. She shows a great deal of interest in what children in the early years age range learn at school. For example, she supports their early literacy skills and chats to them during their walk from school, about what they have learnt at school during the day. She uses this information to encourage children in their learning about letters, sounds and basic words. However, she does not reinforce this by displaying signs and labels in the playroom to enhance their learning further.

The childminder makes the most of opportunities to talk to children about the natural world as they walk to and from school. They talk about the seasons of the year, weather and changes in the environment. The childminder shares key information with reception class teachers by regularly completing a transition form. They exchange useful information about what children are learning at school, at home and at the childminder's home. This demonstrates a committed approach to promoting continuity in children's learning.

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

The childminder's home is calm and well organised. She has a very caring approach to the way she cares for babies and places their wellbeing and security as a high priority in her practice. For example, she stops discussions with visitors to cuddle and care for babies when they need reassurance. This helps children and babies to feel safe and secure. Consequently they form trusting relationships and relax due to the loving, consistent care from the childminder.

The childminder ensures that parents are well informed about their children's progress and welfare. She shares a daily journal to inform them of the activities their children have enjoyed and key information about their daily routines, such as sleep times and what they have. This supports continuity in children's care and wellbeing.

The childminder is a very positive and calm role model. She knows the importance of offering clear and consistent methods to manage children's behaviour. However, she does not take all opportunities to help older children take responsibility by drawing up rules and agreeing codes of behaviour together.

The childminder's home is clean and very well organised. She provides a range of healthy home cooked meals and shares menus with parents so that they are fully informed of what their children eat throughout the day. Children adopt healthy lifestyles as they enjoy regular outdoor play and outings to the park and play in the childminder's garden where they use a variety of physical play equipment. This enables them to have both exercise and fresh air.

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

The childminder manages her setting efficiently and implements thorough procedures to ensure that routines are clear and well organised. She has a good understanding of the welfare and safeguarding requirements and is vigilant in her supervision of children. She conducts regular risk assessments to identify potential hazards and implements effective safety measures to provide a clean and safe environment for children. The childminder has a clear understanding of child protection issues and the procedure to follow in the event of concerns about a child.

The childminder effectively evaluates the provision and engages in cycles of planning and

reviews. She makes good use of her observations of children, and discussions with them, to include their views into plans for the future. For example, she purchased new outdoor resources when they showed an interest in learning to ball games. As a result, children developed new physical skills and enjoyed the social interactions, whilst playing team games. Parents also play an active role in the evaluation of the provision by completing questionnaires and through informal chats. They are very positive about the provision and appreciate the childminder's caring and kind approach. Parents' look at their children's progress records and benefit from regular discussions to share thoughts about their children's progress. The childminder demonstrates a good understanding of how to seek support from outside agencies, for children with additional needs when necessary. She regularly visits other local providers such as drop in centers. This supports partnership working and opens channels of communication. She actively seeks support from her local authority to keep up to date in her practice. As a result, she has implemented all recommendations from previous inspections and developed a good understanding of the requirements of the Early Years Foundation Stage. This also means that she runs an efficient provision, which consistently meets the needs of children attending.

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	153884
Local authority	Merton
Inspection number	814191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	14/06/2010
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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