

Inspection date	10/01/2013
Previous inspection date	03/12/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has not implemented all recommendations from previous inspections or kept up to date with changes in regulations. This has resulted in breaches of legal requirements.
- Systems for assessing children's progress do not currently include the required review of children's progress between the age of two and three years.
- The childminder does not have self-evaluation or monitoring processes in place. This means that she does not clearly identify strengths or target areas for improvement.
- The childminder does not practise the emergency evacuation procedures or teach children about how to keep themselves safe in an emergency.

It has the following strengths

- Children are making satisfactory progress in their learning and development and enjoy being at the childminder's welcoming home.
- The childminder and her assistants know the individual children well which helps to support children's individual needs.
- Children enjoy daily energetic play opportunities as they dance to music, which supports their growing confidence and extends their physical skills.

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 completed a joint observation with the childminder during a focused activity carried out by an assistant.
- The inspector observed activities and the interaction between the childminder and the children.
- The inspector looked at children's individual profiles and a selection of relevant policies and procedures.
- The inspector carried out regular discussions with the childminder at appropriate times throughout the session.

Inspector

Linda du Preez

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and two adult children in Thornton Heath, Surrey. The whole of the ground floor of the childminder's house is used for childminding, including a playroom, dining room, toilet, kitchen and a living room.

Children have access to a fully enclosed garden for outside play. The childminder works with four assistants. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children from 7am to 6pm, Monday to Friday throughout the year. She currently has four children in the early years age group on roll. The childminder also cares for three children between the ages of five and eight years before and after school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a safeguarding policy and procedure, which includes: a) an explanation of the action to be taken in the event of an allegation being made against a member of staff; and b) the use of mobile phones and cameras in the setting
- review children's progress when they are aged between two and three years, and provide parents and/or carers with a short written summary of their child's development in the prime areas
- devise and implement an effective system of self-evaluation in order to foster a culture of mutual support, teamwork and continuous improvement.

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

- practise the emergency evacuation procedure with children in order to help them to develop an understanding of their own safety

Inspection judgements

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

Children make satisfactory progress in their learning and development and enjoy being at the childminder's welcoming home. The childminder observes children at play, records their achievements and progress and plans suitable next steps for their learning. The childminder engages parents to find out their children's starting points and informs them of their child's progress through regular chats. This suitable approach supports continuity in children's learning. However, the childminder has not carried out a progress check for children aged between two and three years or provided parents with a written summary of their child's progress. This is a breach of a legal requirement. There is minimal impact on

the children though as the childminder assesses their progress carefully, shares this information with parents and children are developing within the expected developmental bands for their age.

The childminder and her assistants encourage children as they play by joining in and offering lots of praise and encouragement. For example, while creating shapes with playdough, children share their ideas and thoughts about what they could use the various tools for. Adults offer a suitable balance of support by making occasional suggestions, but allowing children to try things out for themselves. This means that children develop new skills and a sense of achievement.

The childminder has a clear understanding of the importance of helping children to develop their spoken language. She develops children's language and communication skills by singing, reading stories and having regular chats with them. Consequently, children become confident in their spoken language and communicate confidently.

The childminder encourages children to express themselves creatively by providing a suitable range of resources, such as paints, pens, playdough and role play resources. She supports children's mathematical development by displaying numbers around her home, providing a variety of problem-solving activities, puzzles and games. This helps children to develop the skills they need to be ready for school or their next stage of learning.

The childminder encourages children to develop an understanding of different cultures and traditions. For example, she involves parents by finding out about family traditions and cultural backgrounds. She uses this information to teach children about different foods, costumes, festivals and countries. This extends children's learning and supports their understanding of the wider world.

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

The childminder mostly provides a safe environment for children as she carries out risk assessments of the rooms she uses in her home. However, the ineffective safeguarding policy and the childminder's poor understanding of the legal requirements mean children's safety cannot be assured. Furthermore, although the childminder and her assistants are aware of the procedure, they do not carry out or involve children in emergency evacuations procedures. This means that the childminder does not fully support children in developing their own personal understanding of the need to keep safe or what to do in an emergency.

Children are relaxed and feel comfortable because they have strong, warm relationships with the adults who care for them. The childminder finds out children's interests and skills when they first arrive. She is careful to adapt routines to suit the individual needs of children. For instance, the childminder plans small group activities to support children when they need to develop their social skills and encourages them by gradually

introducing them to large groups. Consequently, children develop confidence and begin to develop the social skills they will need to prepare for transition to school.

Children are developing their understanding of healthy lifestyles. The childminder reminds them to wash their hands after toileting and prior to eating. They have the opportunity to take part in outside play and physical activities. Furthermore, children benefit from daily physical exercise as they enjoy daily music and dance sessions.

Children make their own choices as the adults arrange toys so that they are within easy reach for them. This helps children to feel in charge of their own play and develop their independence.

The childminder and her assistants are positive role models. They support the children to learn how to behave and interact positively with others. They do this by explaining to children why it is important to share and praising them when they play positively together.

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

The childminder does not have systems in place to evaluate her provision or identify which areas she could improve. Consequently, she has not kept up to date with changes in requirements, nor has she met all recommendations from previous inspections. This means that the childminder has an inadequate approach to reflecting on the quality of her provision and to making improvements. The childminder works with three assistants at various times, who are all members of her family. As a result, she is aware of any changes with regard to their suitability and has ongoing informal discussions with them regarding their daily practice.

The childminder has most policies and procedures in place; however, she has not kept up to date with the requirements of the Early Years Foundation Stage framework. She does not understand the procedure to follow in the event of an allegation being made against a member of staff, nor does she understand the importance of implementing a policy about the use of mobile phones and cameras in the setting. This is a breach of legal requirements. Furthermore, it demonstrates that the childminder does not have an adequate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. This compromises children's well-being. However, the childminder checks the premises regularly to check that they are clean and safe for children. She also knows the procedure to follow should she have any concerns about the protection of a child in her care.

The childminder has a basic understanding of the learning and development requirements. She observes children at play and assesses the children's learning and development to support their progress.

The childminder has a suitable understanding of the importance of sharing information with other professionals to support continuity in children's care and learning. She has developed positive partnerships with parents and keeps them informed about their children's routines, care and learning. This supports continuity in children's care and learning.

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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	158872
Local authority	Croydon
Inspection number	814224
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	10
Number of children on roll	6
Name of provider	
Date of previous inspection	03/12/2010
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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