

<b>Inspection date</b>	14/02/2013
Previous inspection date	28/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children form strong attachments with the childminder. This helps children to feel relaxed, enjoy their time at her home, and develop self-confidence.
- The childminder supports children's communication and language development very well. She makes good use of resources to engage their interest and support their individual needs.
- The childminder plans regular outings to help children enjoy playing with others and develop good social skills.
- The childminder reflects on the quality of her provision and seeks the views of parents and children when making plans for the future.

#### **It is not yet outstanding because**

- The childminder does not take all opportunities to talk to children about why it is important to keep themselves healthy and safe.

## 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 children's assessment records and planning documentation.
- The inspector carried out regular discussions with the childminder at appropriate times throughout the morning.
- The inspector observed activities and the interactions between the childminder and children.
- The inspector took account of the views of parents from information included in questionnaires.
- The inspector looked at a variety of records including children's records, policies and safety records.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

The childminder was registered in 2000. She lives with her family in a two bedroom ground floor flat, in a residential area on the border of Mitcham and Carshalton in Surrey. Children access the kitchen/diner, one bedroom, the sitting room and the bathroom. A

garden is available for outdoor play. The family has two dogs, two bearded dragons, a tortoise and fish in a covered pond. The childminder cares for children full time, all year round. She offers flexible hours but does not provide overnight care. The childminder currently cares for one child in the early years age range, and an older child attends after school hours. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level three childcare qualification.

### **What the setting needs to do to improve further**

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

- teach children the skills they need to look after themselves and the reasons why, e.g. how to use scissors safely and why washing their hands regularly is important

### **Inspection judgements**

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

The childminder has a good understanding of how to support children's learning and development. She uses photographs of children learning through play, and written observations, to assess children's progress and plan activities to encourage them to develop new skills. She clearly identifies areas where children may need additional support and tailors her planning to meet their needs. For example, she identifies when children need to develop their communication and language skills and focuses on supporting them in pronouncing their words clearly and linking words to make longer sentences. She has regular discussions with parents to share information and thoughts about children's progress. This fosters continuity in children's learning and development.

The childminder makes the most of opportunities to support children in developing the necessary skills for starting nursery and school. For example, she supports their mathematical skills during everyday activities such as baking, counting out cupcakes as children scoop mixture into baking trays. Children enjoy measuring quantities and exploring how the various mixtures blend together. The childminder is particularly skilled at providing the right level of support while allowing children to try things out for themselves. For example, while baking, she asks children to think about how they are going to do things, but allows them to pour, mix and scoop independently. This good approach helps children to develop new skills and 'learn as they go'.

Children benefit from a variety of regular outings, such as walks to the park and local

pond to feed the ducks. This extends children's learning and helps them to develop an understanding of the natural world. The childminder provides a wide selection of resources that are stored so that children can help themselves easily. This helps children to develop their independence and feel motivated to learn. For example, children choose what they would like to use to express their creativity. They select a variety of materials, scissors and glue and thoroughly enjoy creating a collage. The childminder praises them throughout, which shows them she values their efforts and achievements.

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

The childminder provides a child friendly environment, which meets children's needs well. Children show that they feel very safe and secure and have developed firm attachments to the childminder. They are happy, confident and outgoing. For example, they confidently greet visitors, introduce themselves, and ask the visitor their name. The childminder is a good role model. She helps children to develop a sense of pride in what they can do. They express delight as they succeed in challenging activities. For example children help to tidy up after cooking and are very pleased when they have successfully washed the bowls and spoons.

The childminder's home is clean and well organised. She provides a range of healthy home cooked meals and asks children about what they would like to eat. This helps them to make healthy choices. Children adopt healthy lifestyles as they enjoy regular outdoor play. They go on 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 childminder encourages children to wash their hands regularly and discourages them from using adult scissors. However, she does not use these opportunities to tell children why these things are important so that they learn to look after themselves.

Children are well behaved. The childminder knows the importance of offering clear and consistent messages to help manage children's behaviour. For example, when children are engrossed in washing up dishes, she gives them fair warning, such as "three more washes then it's time to stop". This good approach enables children to understand time limits and what is expected of them.

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

The childminder demonstrates a clear understanding of the welfare and safeguarding requirements.. She has a good understanding of child protection procedures and knows the procedures to follow should she have concerns about a child in her care. The childminder conducts regular risk assessments and daily checks to help maintain a clean and safe environment for children.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She assesses children's development to help improve

their progress across the areas of learning. She completes the check for two-year-olds, which she shares with parents.

The childminder reflects on her practice and works hard to make continual improvements. For example, she is keen to develop her understanding of children's literacy skills and improve her own computer skills. She has successfully achieved a professional childcare qualification and this has extended her skills and knowledge to benefit children's care and learning.

Parents 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 committed approach.

The childminder demonstrates a good understanding of how to seek support, from outside agencies, for children when necessary. She regularly visits other local providers such as drop-in centres. She seeks support from her local authority to keep her practice up to date. As a result, she has implemented all recommendations from previous inspections and developed a very good understanding of the requirements of the Early Years Foundation Stage. This good practice 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
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

<b>Unique reference number</b>	139520
<b>Local authority</b>	Sutton
<b>Inspection number</b>	813958
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/07/2011
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

