

Inspection date	12/02/2013
Previous inspection date	23/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Communication and language skills develop well through the childminder's positive interaction with the children. She listens carefully and asks a range of open-ended questions.
- The childminder has a very good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, she effectively keeps children safe and promotes their well-being.
- Children demonstrate they are happy and secure because they have developed harmonious relationships with the childminder. This underpins their positive, stimulating experience in the setting, consequently they make good progress toward the early learning goals.
- The childminder successfully evaluates her provision and has a clear plan for future progress.

It is not yet outstanding because

- Information the childminder gathers regarding children's starting points is general and lacks the detail to give a full picture of children's needs and capabilities.

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 viewed the premises and garden.
- The inspector observed the childminder's interaction with the children.
- The inspector sampled children's development records.
- The inspector took account of comments from parent questionnaires.
- The inspector discussed the childminder's self-evaluation with her.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and two teenage children, in a residential area of South Croydon. The ground floor of the house is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group. The childminder works each weekday, all year round.

What the setting needs to do to improve further

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

- strengthen the tracking progress by gathering more information about children's starting points for learning and developmental needs when they initially attend.

Inspection judgements

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

The childminder has a good knowledge of the areas of learning and provides an interesting range of activities that capture children's interest and hold their attention. She successfully promotes children's language development, through regular conversations at mealtimes, during activities and particularly during story times. The childminder models appropriate language for children as they play, which results in them engaging well in the activities. Children excitedly choose books for the childminder to read. They say, 'let's have four stories' and excitedly bring a pile of books to the sofa. The childminder encourages their storytelling and asks them open-ended questions about the story to extend their thinking and vocabulary. She repeats phrases back to children to affirm what they say.

There are frequent opportunities for children to count and use mathematical language. They enjoy putting together a variety of jigsaw puzzles as the childminder asks them questions such as 'how many pieces?', 'how many do we need?'. This also develops their coordination skills. Children play cooperatively, helping each other to complete matching puzzles, chatting enthusiastically about the pictures they are making. This generates a lot of fun and children laugh heartily when they knowingly mismatch the pieces. Children enjoy a good balance of adult-led activities along with those they initiate themselves. They learn about festivals such as Chinese New Year and related activities include making Chinese lanterns. Another theme is road safety and in addition to practising road safety, children engage in relevant craft activities, for example, by making pretend traffic lights. This promotes further discussion of the topic and helps to consolidate their knowledge about safety.

The childminder provides warm and nurturing care. She thoughtfully plans the learning environment to make the most of the available space and to enable children to access resources independently. Children have good opportunities to develop their physical skills, because they enjoy daily outings to the local children's centre and the park. This provides challenging physical play opportunities for running, jumping and practising their

balancing skills. They also like being able to move freely and explore their surroundings. Children independently access mark-making resources so they can experiment with writing and use them in their role play.

Children make good progress in all areas and, in some, exceed expected goals. This is because the childminder has a good understanding of how to promote children's learning. She makes pertinent observations, which she enhances with the use of photographs to show children engaged in different activities. Parents stay informed about their children's progress and periodically take their child's learning and development folder home to look at. This enables them, and the childminder, to have a shared approach to identifying the next steps for children's learning. The childminder's effective planning makes sure activities and experiences are challenging and help children to make the most of them.

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

Children feel very secure with the childminder who takes care to obtain information from parents about their child's likes, dislikes and care routines to enable her to fully meet their needs. She responds to the children individually and gives meaningful praise so children feel they are special and valued. Children's behaviour is very good and they play cooperatively together. They respond positively to the childminder's requests to help to tidy up, so they learn to care for their environment. The children develop good self-care skills, for example putting on their shoes and managing to do up zips. They practise routine hygiene procedures and learn the importance of hand washing, using individual towels and flannels to prevent cross infection. The childminder encourages children to develop healthy lifestyles with a good focus on outdoor activities and play. These include playing in the garden and regular trips to the children's centre or local park. They learn to take manageable risks as they use the large play equipment, for instance when climbing and balancing. Children are prepared well for the next stage in their learning journey, such as for the transition to school.

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

The childminder has a good understanding of her safeguarding responsibilities and children in her care feel safe and grow in confidence. She conscientiously takes all necessary steps to keep children safe and well. She successfully maintains all required records, policies, and procedures to help safeguard children's welfare. In addition, she strongly promotes equality of opportunity for all the children in her care. She has attended safeguarding training and maintains a paediatric first aid certificate.

The childminder has a good understanding of the learning and development requirements. She recently updated children's development folders and her systems for tracking their progress, in line with latest guidance. This enables her to make sure she meets learning and development requirements and children's learning needs. The childminder uses

guidance documents such as Development Matters in the Early Years Foundation Stage to help her effectively track children's progress.

The childminder has positive relationships with parents. There is a regular exchange of information with them when their children first attend. It includes a general overview of children's abilities, which helps to pinpoint children's starting points for learning. However, it lacks detail and as a result, there is not a complete picture of children's learning, prior to coming into the childminder's care.

The childminder regularly shares information about children's routines and the activities they complete. The childminder seeks parents' views about her service, for example, by using questionnaires. Parents report they are happy with the care their children receive and state their child's vocabulary has increased and they are more confident around other people. The childminder provides information for parents about the Early Years Foundation Stage to help them understand more about children's learning and development.

The childminder demonstrates commitment to improving her service and completes self-evaluation to develop her practice and improve outcomes for children. She has successfully completed the recommendations raised at her last inspection. These included improving systems for observation and assessment and updating her childcare knowledge. The childminder has attended relevant training and her systems for observation and assessment are effective. This enables her to appropriately monitor children's progress and identify their next steps for 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
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	124559
Local authority	Croydon
Inspection number	846261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23/04/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

