

**Inspection date**

22/02/2013

Previous inspection date

05/03/2012

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

4

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 make good progress as the childminder plans activities and experiences, which they enjoy and which offer them a good level of challenge.
- The relaxing, friendly environment helps children to feel secure. They behave well and develop good social skills as they learn to share and take turns.
- Children are developing independence in their health and self-care. They exercise regularly and learn about the importance of good nutrition.
- Good arrangements are in place to share information with staff at other early years settings attended by children. This helps the childminder to provide children with consistent, coordinated care.

**It is not yet outstanding because**

- There is a large range of resources to support children's literacy but these are not generally set out for children to select easily to promote their independence.
- The childminder does not seek parents' feedback as part of her self-evaluation, to help her further develop the quality of provision for children.

## 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 spoke with the childminder at appropriate times during the inspection.
- The inspector observed interaction between the childminder and minded children.
- The inspector sampled documentation including children's progress records and written policies and procedures.
- The inspector inspected all areas of the property used for childminding.

## Inspector

Liz Caluori

## Full Report

### Information about the setting

The childminder registered in 1993. She lives in a bungalow in Coulsdon, Surrey. The whole of her home is used for childminding, including a dedicated playroom. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range.

The childminder has pet a dog.

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

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

- encourage parents to contribute to the self-evaluation process to support in identifying priorities for improvement.
- review the organisation of resources to make those that support literacy easier for children to select independently

### **Inspection judgements**

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

The childminder supports children's learning and development well overall and helps them develop the skills they need for their future learning. She speaks regularly with their parents to help build a mutual approach to promoting their learning and observes children as they play. This allows her to build a picture of their individual interests and to assess their levels of ability. The childminder plans activities that children enjoy and which offer a good amount of challenge. Appropriate arrangements are in place to complete the required progress checks for children aged two, to promote their early learning needs.

The childminder is particularly skilled at supporting children's communication and language. She uses good strategies such as repeating things children say and adding new words to build their vocabulary. She also models good conversational skills, listening to children with genuine interest. During these conversations the childminder introduces ideas to extend children's knowledge. For example, when talking about fruit she encourages them to think about how things grow.

Children take part in many activities which promote their mathematical development. They enjoy playing games with the childminder, confidently matching, sorting and counting. The childminder provides very good resources to promote this learning, including board games, puzzles, card games and beads. Children play physical games in the childminder's garden each day and she also takes them on regular local walks. They move with control and show good coordination as they transport toys around the playroom.

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

Children are happy and settled in the childminder's care. They demonstrate a strong sense of security, sharing jokes and confidently asking for support when necessary. They move safely and sensibly around the childminder's home and listen well to her advice and guidance. Children behave well, responding to the childminder's friendly, patient manner. She offers them a lot of encouragement to share and take turns which helps them to develop very good social skills.

The childminder provides children with a good range of toys and resources. The majority of these are well presented and set out for them to select for themselves. There are lots of books and writing materials to promote children's literacy but children are unable to independently select these resources. They tend to be brought out by the childminder for planned activities. This does not fully encourage children to practise their drawing or writing, or to look at books, as part of their freely chosen play. Despite this, children are confident to explore the environment and to make choices and decisions. This promotes their independence and, along with their good levels of achievement, prepares them well for their transitions to school.

Children receive a good level of encouragement and guidance to help them adopt healthy lifestyles. They learn about the importance of healthy eating and speak knowledgeably about different types of fruit. They routinely wash their hands after using the toilet and before sitting down to eat, which means they are developing good personal hygiene routines.

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

The childminder fully understands her responsibility to promote children's learning and development. She offers a good mix of adult-led and child-initiated activities overall. She measures the success of her educational programmes by monitoring children's progress and their levels of enjoyment. The childminder makes good use of the guidance and support provided by the local authority early years advisory team. Since her last inspection she has reflected on, and significantly improved, her practices. However, she does not encourage parents to take an active role in her self-evaluation process. As a result, their views do not contribute to the planning of future improvements to benefit the children.

The childminder promotes children's safety effectively. She has clear procedures in place to respond to any concerns about the welfare of children in her care. For example, she keeps written literature on safeguarding children to refer to and knows who to contact in the event of a concern about a child in her care. She undertakes risk assessments which she uses to identify, and address, any potential hazards. The childminder has a valid first aid certificate and maintains all required records relating to accidents and the administration of medicines. These measures all help to promote children's welfare effectively.

Children benefit from the positive relationships in place between the childminder and their parents. Observing the friendly interaction helps them to settle easily. The childminder speaks to parents regularly about their child's progress and development, which helps to involve them in their learning. Similarly effective arrangements are in place to work in partnership with staff at other early years settings attended by the children. This helps all parties to provide consistent, cohesive care and learning for children.

### 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>	124648
<b>Local authority</b>	Croydon
<b>Inspection number</b>	785797
<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>	05/03/2012
<b>Telephone number</b>	

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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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