

Inspection date

05/10/2012

Previous inspection date

31/07/2008

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

- The childminder provides a comfortable, child-orientated play environment. She organises her setting well, making sure her assistants are effectively deployed to meet children's needs and maintain the required ratios.
- The childminder makes good use of resources in her home to promote children's learning and development. She also uses a neighbouring church hall, for a short weekly play session, to complement home-based play.
- The childminder demonstrates a good commitment to ongoing improvement through using self-evaluation effectively to focus future development, and attending training.
- Children benefit from the good relationships fostered with their parents. The childminder provides reassurance to parents and clearly informs them about children's time spent with her.

It is not yet outstanding because

- Familiar objects, people and events to encourage children to talk about themselves, their families and past events are not always being used to their full potential in activities; some displays are less accessible as they are not placed at the children's eye level.
- Strategies to encourage parents to contribute more fully to their children's developmental records have not yet been extended.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent the inspection time with the childminder observing her, her assistant and the children she was caring for. This took place in the childminder's home.
- The inspector sampled children's information forms and development records.
- The inspector shared ongoing discussion and joint observations with the childminder throughout the visit. Safeguarding was discussed with the childminder and her policy sampled.
- The inspector gathered parents' views through discussion with one parent in person. Other parents views were obtained through letters they left with the childminder for the inspector.

Inspector

Jane Nelson

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband, adult son and teenage child in a house in West Wimbledon, London. The childminder is registered to care for children at two addresses, one of which is her home address and another which is a domestic property nearby. The childminder is not currently operating from her home address. Childminding generally takes place on the ground floor of the second property with a first floor bedroom used for children to rest. There are toilet facilities on both floors. There is a fully enclosed garden for outside play. Both houses are close to transport links, local shops, parks and schools.

The childminder employs 12 part-time assistants, three of whom are members of the childminder's family. A core team of four assistants works regularly with the childminder and is supported by the others as needed. There are currently 11 children in the early years age range on roll who attend on a full and part time basis. A further seven school age children, attend before and after school on a part time basis. The childminder has a National Vocational Qualification at level 3 in Childcare and Education.

What the setting needs to do to improve further

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

- expand systems to support all parents to fully contribute to their children's developmental records, as part of the ongoing observation and assessment cycle, so that children's learning and development can be extended at home.
- review the display of pictures and photographs showing familiar events, objects and activities to enable these resources to be used more effectively to support children to learn about themselves and their lives.

Inspection judgements

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

The childminder has a clear understanding of how children learn and develop through play. She uses this knowledge to plan and provide a welcoming child-orientated environment and a successful range of activities and experiences for children. Children are supported well and are making good progress in all areas of their learning and development, particularly in the prime areas of personal, social and emotional development, communication and language and physical development. As a result children

are developing and acquiring a range of skills that will support them in the next stage of their learning. For example, younger children show great pleasure singing and dancing together, learning to work together and consider each other's feelings. Babies very new to the setting are already beginning to enjoy socialising in a small group and are absorbing information by watching the older children.

The childminder gathers information from parents about their children's individual routines, interests and personalities. She uses this knowledge well when planning the daily routine and organising activities. For example, great emphasis is put on helping babies feel reassured, building security by providing a constant physical presence and following familiar routines. The childminder responds to individual choices and favourite activities of children. For example, when children point to a book they want to look at the childminder lifts them up and helps them to select it. They sit cosily on the settee, carefully turning the pages and looking at the pictures. Children indicate they want some music played by saying 'dancing' and show pleasure, smiling as they hear the music. They thoroughly enjoy this activity, showing great excitement as they move their bodies to the music and recognise familiar nursery rhymes and songs. Children join in with a favourite action song by laying on the floor pretending to be asleep. They follow simple instructions in the song, suddenly jumping up when the call to 'wake up' comes. Children giggle and shout with excitement before 'falling asleep' again to repeat the action song. They learn and repeat words by suggesting different animals to incorporate in the song such as 'butterfly' and 'wolf'.

Children share close, affectionate and supportive interaction with the childminder, whose calm and reassuring manner provides constant security, and encourages children's growing independence. For example, the childminder sets out some play food, utensils, plates and cups for children to play with. Children sort and match play food, recognising that some fruit and vegetables can be taken apart then fitted back together by matching the corresponding pieces. The childminder suggests they could have a picnic and helps them set out a cloth on the floor. The childminder asks if they would like some raisins to eat at their picnic and offers children some in a bowl. She uses this as an opportunity to encourage children's coordination by providing spoons for them to serve themselves. Children do this very carefully taking one or two raisins at a time, carefully balancing them on the spoon and transferring them to their own plate before eating them. The childminder encourages children's language by describing what she, her assistant and the children are doing. For example, when children indicate they want a comforter by pointing to where it is stored, she articulates this for them, and gets the comforter. The childminder shows a genuine interest in what children have to say and through her interaction helps to extend their vocabulary. There are some visual displays that offer the potential to be used to initiate discussions with children about themselves, their families and events, but they are displayed too high for children to view them easily. Babies vocalise excitedly during play and routine activities, such as, when investigating pop-up and press button toys. They use their physical skills stretching out their bodies to reach the toy and successfully press the button, to generate sounds.

Children demonstrate they feel very safe and secure with the adults caring for them. They share affection with the childminder, her assistant and each other, responding to the stimulating, homely and welcoming environment created. Children are happy and behave well. They concentrate on their play and are learning to socialise with each other in a small safe group of familiar friends.

Children show a developing awareness of their own safety, as they move around and use equipment and utensils with developing confidence and care. They respond to reminders from the childminder to be careful as they play. For example, when they hide in a pop-up play tunnel on the settee, she reminds them that it is safer to use this on the floor. Babies show a developing feeling of security in the childminder's care as they adjust to other children and explore a new environment, using the adults for constant close physical reassurance. Children's individual routines are followed providing reassurance and consistency of home practices.

Children are learning about their own health and hygiene through practices they follow daily. For example, older children use the bathroom independently and know they need to wash their hands before eating to make sure they are clean. Younger children are helped by the childminder to wash their hands at the sink or use a wet wipe to clean their hands. Children enjoy their healthy snack of bananas and tangerines, and are developing independence as they learn to peel these themselves. Children develop an awareness of the enjoyment of exercise and physical activity. For example they play daily in the childminder's garden, go on walks to and from local schools and have regular outings to local parks.

Children use their physical skills and develop coordination during activities, such as, picking up and operating small toys and equipment and when dancing and joining in action songs. Babies show a developing awareness of their own bodies as they stretch out to reach toys, and begin to move by shuffling.

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

The childminder has many years of experience and makes effective use of self-evaluation, reflecting on her practice and identifying where improvements and development are best targeted. She makes good use of training to develop her knowledge and keeps herself updated with changes in requirements and practice. The childminder deploys resources well, using her team of assistants effectively. She organises and plans how they support her in her work and ensures that the required ratios and requirements are met. The childminder is aware of her responsibilities regarding child protection. She understands the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her or one of her assistants. She uses risk assessment effectively to maintain a secure, safe play environment and the adults are vigilant in their supervision of the children to promote their safety.

The childminder makes good use of the space in the premises she uses for childminding. For example, the open plan living room is organised with a cosy settee which provides a comfy area for reading stories and looking at books. A small area with a play mat and baby toys is set up for babies to explore safely. The childminder provides a good range of resources and play materials to support children's learning and development. Some of these are easily accessible to children, set out on the floor or in low storage units. Others are visible so that children can point or ask for something they can see. The childminder rotates play materials to provide variety and fresh challenges for children. She regularly takes children to play sessions at a local church hall, providing opportunities for children to use different play equipment and socialise in a larger group.

The childminder builds strong relationship with parents who all praise her care of their children highly. They comment in particular about the high focus the childminder places on encouraging children's development through play; the good atmosphere she creates with lots of music, singing and joy, and describe the childminder and her team as being enthusiastic, helpful and caring. The childminder works effectively with other settings children attend such as the local schools and a nursery class, with whom she has built relationships over a number of years. She shares information with the nursery and finds out what activities and themes children are learning about enabling her to continue discussion and provide continuity in their learning experiences

The childminder monitors and assesses children's development through observations and produces daily information sheets that are shared with parents. She uses photographs of children to illustrate her observations in their developmental records and on some adult height displays. Although the information she provides is good she does not routinely encourage parents to contribute to their children's learning and development records, as part of the ongoing observation and assessment cycle. The childminder is aware of the newly required progress check for two-year-olds and has started the process of compiling information and her assessment, to share with parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	156652
Local authority	Merton
Inspection number	699662
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	15
Number of children on roll	18
Name of provider	
Date of previous inspection	31/07/2008
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, which are usually the childminder's 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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