

Inspection date	28/03/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make significant progress from their initial starting points as a result of the extensive opportunities available to them and the valuable support from the childminder. Their individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- An extensive range of interesting, stimulating activities are available. The unlimited access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Leadership and management of the childminding setting is excellent. The childminder has a clear vision for her outstanding practice and parents are very well involved to provide consistency. There are consistent practices in place to monitor the provision to enable the children to progress exceptionally well.

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 observed activities in the main play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
The inspector looked at children's learning journeys, planning documents, the childminder's self-evaluation form and a selection of policies and procedures and children's records.
- The inspector and the childminder carried out joint observations on the activities that were on offer at the time of inspection.

Inspector

Rebecca Hurst

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and one adult child in Sutton, Surrey. The whole of the ground floor of the home is used for childminding and two bedrooms are used for children's sleep. There is a fully enclosed garden for outside play. The childminder lives in a house where there is access to the toilet on the ground floor.

There are currently three children in the early years age group on roll and altogether seven children on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the book area so it is more accessible for all ages of children.

Inspection judgements

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

Children make significant progress with their learning and development. The childminder provides a very high standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. Learning is promoted exceptionally well because the childminder provides an extensive range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and highly individualised to meet specific learning needs.

All planning is individual for each child and takes into account their interests. This is then successfully linked to the learning intentions which are used by the childminder to progress the children across the areas of learning. The childminder has fully embraced the revisions to the Early Years Foundation Stage framework and uses the Development Matters guidance in her practice to support children's progress and to highlight the next steps in their development. The excellent planning systems ensure a balance of child-initiated and adult-led activities. The parents are involved in the planning. They discuss during feedback to the childminder what they have been doing at home and what the children are currently interested in. These are then used in the planning to make activities fun and interesting for the children. The childminder is fully aware of her role in completing the two year progress check and sharing the outcomes of these with the parents.

Physical development is a high priority and is promoted in the indoor and extensive outdoor environments. All children participate in outdoor activities daily, such as walking on the school runs, dancing and singing during sessions at the local library and playing in the well- resourced garden. Everyday routines, such as tidying away resources and feeding themselves at mealtimes, greatly enhance children's physical and independent skills.

Children's personal and social development is greatly nurtured by the caring and supportive childminder. She takes time to settle the children into the setting and help them to understand their feelings and how they can change. Children enjoy snuggling into the childminder when they get tired and need some reassurance during play.

The childminder supports children's vocabulary skills exceptionally well. She works closely with the parents to obtain key words in the children's home languages so she can support their emerging language. She also effectively uses dual language books to read to all the children so they can hear each other's languages. Children thoroughly enjoy playing with the phonic computer and attempt to say the sounds after the childminder has repeated them. At the time of inspection, books were not effectively arranged to support young children in self-selecting and reading books by themselves. Children do, however, enjoy close contact with the childminder to look at books and respond well to interesting and challenging questions she asks them about the pictures. The childminder is highly effective in promoting children's early literacy skills. She encourages children to make marks and talks to them about what they are writing. She helps children to hear the sounds of the letters in their names and encourages them to repeat them accurately to promote their emerging speech and language. Overall, children are prepared exceptionally well for the next step in their learning.

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

The childminder demonstrates an extremely positive approach towards inclusion. She works closely in partnership with parents to fully meet the individual needs of all children attending the home. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information on child record forms of individual requirements. A variety of resources and displays around the home depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting.

The childminder has secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis. The children work with the childminder to put signs on the doors to show where the fire exits are. These are used in conjunction with the fire floor plans so they are aware of what to do in an event of an emergency.

Children thrive in an environment where a high standard of hygiene practice is maintained. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. For example, after messy play and before snack and meal times. Children enjoy valuable social experiences during snack and mealtimes. The childminder asks the children what fruit they would like and works with them for their individual needs.

The childminder works closely with the parents to find out about the children's individual needs. These are then used successfully to settle them into the childminder's home. The childminder is consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. Given the children's ages and stage of development they are all exceptionally well behaved.

The children have access to a well stocked garden that has resources that successfully promote and enhance the children's physical development. The childminder makes excellent use of local play groups to enhance further the younger children's development across the areas of learning.

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

Leadership and management of the setting is strong. The childminder works closely with the parents to bring about the best possible outcomes for the children. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the childminding setting are readily available. A comprehensive range of written policies and procedures are in place, for example the administration of first aid and notifying parents of incidents. These are regularly updated to reflect changes in legislation and to clearly underpin the childminder's practice. Self evaluation is rigorous and clearly shows the childminder's key strengths and the areas she is currently working on. The parents share their views on the setting and the childminder gathers the views of the children to shape the service that is provided. As a result the service is highly responsive to its users.

The childminder has a strong understanding of child protection and how to safeguard the children in her care. All safeguarding requirements are met effectively. Local Safeguarding Children Board procedures are consistently known and implemented by the childminder. Robust risk assessments are in place for both the home and for all outings the children undertake. Children are extremely well supervised across all areas of the home and when on outings.

The childminder works closely in partnership with the parents. Parents regularly share with the childminder what they have been doing at home which is used very successfully by the childminder to enhance the children's individual needs. The childminder completes detailed developmental reviews on the children so parents can see the progress they are making. Detailed daily sheets allow the parents to see what the children have been doing during the day. The childminder also completes photos albums which are shared with the parents

so they have pictorial evidence of their days. The childminder also works extremely closely with the other agencies caring for the children. She works with them to set care plans for the children's health and well being. The childminder works closely with the parents to keep them informed about the children's health and to re-look daily at the health plans in place. This provides excellent continuity of care.

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 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	122807
Local authority	Sutton
Inspection number	909719
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28/04/2010
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, 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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