

Inspection date	03/05/2013
Previous inspection date	23/10/2008

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 helps children to develop healthy lifestyles by providing nutritious meals and snack, and daily fresh air and physical exercise.
- Children enjoy happy, close bonds with the childminder and this helps them to settle well.
- The childminder's plans meet the needs of children well so that they are suitably challenged and engaged in interesting activities.
- Children behave well because the childminder uses effective strategies, such as use of praise to encourage positive behaviour.

It is not yet outstanding because

- The garden is not used to its maximum potential to support children's understanding of the world.

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 interaction between the childminder and the children.
- The inspector discussed the progress of children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector checked required records and comments from parents.

Inspector

Jennifer Beckles

Full Report

Information about the setting

The childminder was registered in 2007. She lives with her husband and two children aged nine years and six years in the London borough of Merton. The whole ground floor and the first floor bathroom and toilet are used for childminding purposes. She attends the local parent-and-toddler group and takes children to the local parks and library.

The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. There are currently three children on roll, one of whom is in the early years age range and attends on a full-time basis.

What the setting needs to do to improve further

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

- maximise the potential of the garden to support children's understanding of the world.

Inspection judgements

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

Children make good progress in this homely and well-resourced environment. The childminder knows the children in her care well and provides a wide variety of activities that are relevant to their needs and interests. Her plans for the children are based on the areas of learning and provide suitable levels of challenge to the children. Children's learning is enriched by regular trips to the local farm where children learn about animals, and to the local library where they enjoy singing rhymes and hearing stories to support their language skills.

Children enjoy a range of experiences that teach skills for school. For instance, children are beginning to develop their ability to use technology while they use educational computer games, assisted by the childminder. They practise early writing skills as they make marks using different tools and materials. Children learn about letter names and sounds, numbers and shapes by using a range of resources, including puzzles. Their learning is further supported by the childminder who makes use of everyday opportunities to promote children's counting skills, for instance, while out shopping. Children develop an understanding of story structure and learn new vocabulary as they listen to a wide range of stories. Children learn to interact with other children because the childminder takes them to local children's groups. They learn to concentrate and persevere with activities because the childminder deepens their learning by asking children effective questions,

encouraging thought and language skills. Children benefit from being able to initiate their own activities and from ideas organised by the childminder.

Children develop good physical skills as they use a range of large and small equipment in the garden or at the local park. They balance, climb and move in different ways. However, the childminder does not make the best of opportunities in the garden to support children's understanding of the world. For instance, there are no regular opportunities that enable children to discover the effects of different weather conditions, or to examine the features and habitats of living things.

The childminder is well-informed of children's progress because she keeps good records of their development. For instance, the childminder carries out regular observations, collects samples of work and uses these to plan for children. She carries out a progress check when children are aged two, and shares this information appropriately with parents. Parents are kept up to date on children's development because the childminder talks to them daily and shares children's records with them. Parents have good opportunities to be involved in their child's learning because the childminder suggests activities that can be carried out in the home to support children's learning.

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

The childminder is careful to meet the needs of children by finding out about their interests and skills, so that children feel happy and secure. The childminder has warm, strong relationships with the children, which means children feel confident and settled.

The childminder teaches the children to behave in safe ways by talking with them about how to cross the road safely, and by having house rules, such as not climbing on furniture, which help to prevent accidents. The childminder encourages children to develop good hygiene practices by washing their hands at appropriate times and they learn why they need to keep their hands clean.

Children learn to be independent by preparing their own fruit at snack time, assisted by the childminder where needed. They enjoy nutritious meals and the childminder caters for special dietary needs. The childminder encourages the children to develop healthy habits by going outdoors each day for fresh air and exercise using a variety of large and small equipment.

Children get used to being away from the home environment by attending local children's groups, which helps to prepare them for school. The childminder has good links with local schools where they share information on children's development so that there is continuity in their learning.

The childminder manages children's behaviour well. She teaches them to negotiate and understand why things happen and encourages children to find ways to resolve any difficulties, providing support as needed. The childminder uses praise well to encourage positive behaviour and her calm manner reassures and calms children effectively.

Children learn about diversity because the childminder talks to them about special events, such as Eid, when the children make hand patterns to celebrate the event. They learn to accept difference because the childminder provides a range of multicultural resources to support their understanding further.

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

The childminder keeps children safe because she understands her responsibility to ensure that she meets all requirements. She implements a good selection of policies and procedures to keep children protected from harm, such as risk assessments while on outings. The childminder has all relevant parental consents, insurance and records to keep children safe.

The childminder has formed effective partnerships with parents by involving them in their child's learning and by keeping parents informed of their child's progress. The childminder works well with local schools to provide continuity in children's learning and development.

The childminder has reflected well on her provision and identified key areas for development. For instance, she plans to attend more courses related to early years to hone her skills and improve her practice. Previous recommendations have been met, for example, she has improved knowledge and understanding of the framework for the Early Years Foundation Stage. She has good systems in place to assess children's progress. She monitors the planning to ensure activities meet children's ongoing developmental needs. The childminder works effectively to promote good outcomes for children and shows a good ability to continue to do so.

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	EY359976
Local authority	Merton
Inspection number	837971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	23/10/2008
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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