

<b>Inspection date</b>	20/05/2013
Previous inspection date	21/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children's good health is promoted because they receive healthy balanced meals and snacks.
- Children show growing independence as they select the toys they wish to play with and initiate their own play and learning.
- The childminder has developed positive relationships with children enabling them to feel confident in their surroundings.

#### **It is not yet good because**

- The childminder does not fully embrace opportunities for children to develop their early literacy and problem solving skills, through use of pictures, labels and shapes.

## 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 spoke with the childminder at appropriate times throughout the observations.
- The inspector observed the childminder and children during their play.
- The inspector sampled a range of documentation including policies and procedures and children's records.
- The inspector took account of comments from parent questionnaires.

## Inspector

Pamela Paisley

## Full Report

### Information about the setting

The childminder registered in 2009. She lives with her partner and two children in Thornton Heath, Surrey located close to parks, schools and local transport links. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The family have goldfish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group. The childminder collects children from local schools and attends stay and play groups with younger children.

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

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

- encourage children to link words to their meaning, to further develop their early reading skills by labelling equipment with words, pictures or shapes to indicate where things are kept.

## Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage framework. The quality of her teaching is good. The childminder plans activities in advance to make sure children enjoy a variety of play and learning experiences that promote all areas of their learning and development. Children take part in purposeful and age-appropriate activities which provide good levels of challenge. For example, the childminder plans good opportunities for children to express themselves through art and design. They enjoy playing with dough and using rolling pins and hammers to make patterns. These activities also provide children with strong opportunities to develop their small muscle skills. Children have good access to dressing up clothes, a toy oven and fridge freezer so that they can take part in role play to develop their imaginations. Children enjoy musical instruments such as tambourines, drums, maracas so that they can experiment with different sounds. These activities interest and motivate them and they are enthusiastic learners.

The childminder has a good understanding of how young children learn and uses accurate observations and assessments to identify and plan well for children's next steps of learning. The childminder provides a welcoming and stimulating environment and her home is organised so children feel comfortable and happy. The learning environment

supports children's independence well. They can choose from lots of toys easily and make choices about their play. However there are few labels, pictures or shapes of objects to help children learn that words carry meaning. Also, without labels, children do not always know where things are kept, and are not always encouraged to work out for themselves where things belong.

The childminder provides verbal feedback and shares a daily contact book with parents to ensure they are aware of their children's daily activities. This encourages parents to share what they know about their children's development at home. Children are developing strong social skills as they meet up with friends for play dates. They have good opportunities to mix with other children of a similar age at local libraries, children centres, indoor play areas and parks. The childminder supports the children's communication and language skills well as she talks to them all the time as they play. She also uses books, flash cards, and board games to encourage children to predict possible endings to stories. As a result children have strong speaking skills and they are able to share their feelings, thoughts and ideas.

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

Children are happy and settled and have a trusting relationship with the childminder. The childminder ensures she has useful information from parents about children's routines. This enables her to settle the children well in her care and she is able to meet their specific needs. There are clear boundaries in place for children's behaviour. The childminder encourages children to take turns when playing and share play materials. The childminder discusses suitable strategies with parents to help to ensure there is consistency for children. The childminder's home is organised so that children can help themselves to a wide variety of age-appropriate resources. Toys and play materials are stored in child height storage units. This means that children can initiate their own play and be independent. The childminder has a suitable understanding of how to keep children safe overall. She makes risk assessments of her home, garden and outings to help keep children safe and minimise any potential dangers.

Children are developing their self-care skills. Older children are independent in their personal care and can dress themselves. The childminder provides separate bowls of water at appropriate times so children can wash their own hands. Children enjoy helping to lay the table and serve their own food at meal times. This helps to promote skills for the future and supports children's understanding of good hygiene practices. The childminder prepares nutritionally balanced meals and children make their own choices of fruit that they want at snack time. This helps them to adopt healthy eating habits. The childminder uses her garden to provide suitable opportunities for children to use climbing frames, scooters, bikes and a bouncy castle. Children regularly visit local parks and the local children centre where they can use large play equipment. This helps to promote their physical development and encourages them to develop a healthy life style.

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

**provision**

Arrangements for safeguarding children in the childminder's home are satisfactory. Any incidents regarding children's safety and well-being are reviewed to help improve the childminder's practice. The inspection was brought forward following concerns about the supervision of children on the premises. This related to an incident where a child briefly left the childminder's home. Following the incident, the childminder has updated all procedures and her arrangements for supervising and protecting children in her home. The childminder has revised her risk assessments and devised further safety measures to keep children more secure when playing indoors, particularly relating to access to the front door. Children are not able to open the front door without supervision. The childminder has increased her discussions with children about how to keep themselves safe when playing indoors. The childminder did not inform Ofsted of this significant incident which is an offence. She is now fully aware of when to inform Ofsted of significant events. The childminder continues to be registered with Ofsted.

The childminder has reviewed and updated her safeguarding policies and procedures in light of the incident. She has provided parents with updated information. The childminder has satisfactory knowledge of safeguarding procedures overall. She understands the action to take if she has any concerns about a child's welfare. The childminder demonstrates a positive attitude to further improve the quality of her provision. She has attended several childcare courses and addressed the recommendations raised at her last inspection. She is keen to extend her knowledge of the Early Years Foundation Stage by attending further training. The childminder has plans to improve the outdoor play area so children can grow their own vegetables.

Partnerships with parents are sound. The childminder shares information with parents about activities children take part in during the day. She communicates verbally with parents regarding children's welfare and experiences on a daily basis. Parental feedback is positive and reflects gratitude for the care the childminder provides. The childminder has built suitable links with other early years settings that children attend to support and extend their learning in the setting.

**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

<b>Unique reference number</b>	EY398463
<b>Local authority</b>	Croydon
<b>Inspection number</b>	899244
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/04/2010
<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, 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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