

Inspection date	20/06/2013
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop good attitudes to learning as they are enthusiastically engaged in activities and outings that support all areas of their learning and development.
- The childminder skilfully engages and involves children in stimulating activities that promote their progress well.
- The childminder has very good settling-in procedures, so children are secure and happy and are well motivated to play and learn.
- The childminder uses good questioning skills to help children think and respond, supporting their communication and language skills effectively.

It is not yet outstanding because

- The childminder has not fully considered promoting children's awareness of mathematical concepts further, such as using the environment to display numbers in purposeful contexts 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
- 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 inspection.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector observed one child in the early years age range during the inspection.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.

Inspector

Pamela Paisley

Full Report

Information about the setting

The childminder registered in 2007. She lives with her adult son in Mitcham, Surrey. The childminder's home is located close to parks, schools and local transport links. The whole ground floor and one bedroom on the first floor of the home are used for childminding. There is a fully enclosed garden available for outdoor play. 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:

- enhance children's mathematical development by raising their awareness of mathematical concepts, for example, by displaying numerals in purposeful contexts around the environment to help them understand the purpose of numbers.

Inspection judgements

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

The childminder has good a understanding of how young children learn. She uses her knowledge of the Early Years Foundation Stage extremely well to provide stimulating and motivating experiences for children. As a result, the quality of teaching is good. Children's next steps are planned for well as the childminder uses observations and assessments effectively to help her identify children's next steps of learning. This means children are making good progress in their learning and are reaching the expected levels of development. Children develop positive attitudes to learning and take part in activities with enthusiasm. Consequently, children develop the skills and abilities to support their next stage of learning. The childminder ensures that parents contribute to initial assessments of children's starting points at the beginning of a placement so that she can plan strong challenges for them, from the outset. The childminder involves parents with their child's learning by sharing information about the activities she will be doing with the children.

Children are gaining good mathematical skills. For example, the childminder provides blocks for counting, number puzzles and sings number songs to support children's mathematical development. Children count up to 10 and beyond and are beginning to recognise shapes, such as a triangle, circle and square when completing puzzles. However, there are few pictures, posters or labels displayed for children to see numbers in

print around the setting to raise their understanding of using numbers in purposeful contexts. Children's communication and language development are supported well by the childminder. For example, when doing puzzles with the children she skilfully uses questions to encourage children to name the objects they see. Books are easily accessible in low level storage boxes so that children can help themselves. This means that they can read their favourites and explore a wide range of books. Children have their own library tickets and visit the library on a regular basis so they can choose their own books. This helps to promote their interest in literature and encourage early reading skills.

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

The childminder provides a very welcoming and calm environment and children have formed a close and trusting relationship with her. She divides her time well between the children to ensure they are happy and enjoy their time with her. The childminder provides a wide range of good quality play materials that are in easy reach in child height storage units. Children's growing independence is greatly encouraged through them being to help themselves. Children are learning how to keep themselves safe through discussions with the childminder. For example, when on outings she reminds them about the importance of crossing roads safely. Children regularly take part in fire drills to help them become familiar with emergency evacuation procedures. Children behave well and are building good relationships with each other. They are learning to share and negotiate and take turns when playing. Good behaviour is valued and the childminder encourages this through giving consistent praise and encouragement of children's achievements.

The childminder records information from parents about their children's individual needs and home routines, at the start of the childminding arrangement. This enables her to help children settle in her care at their own pace. The childminder provides good opportunities for children to develop an understanding of the importance of physical exercise. Children play outdoors on a daily basis, and enjoy ball games with the childminder and have great fun playing football. They show good control and coordination as they stand with their feet together to stop the ball going past them. The childminder helps children to learn the importance of adopting healthy eating habits through providing nutritious meals and snacks. Children develop good self-help skills as they put on their own shoes and coats. Children generally manage their own personal needs well. They are learning about the importance of good hygiene through their daily routine. The childminder provides effective support for children when they move to other early years settings. For example, she provides more adult-led activities and opportunities for children to practise reading and writing. This enables children to develop good skills for their future learning.

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

The childminder fulfils her responsibilities in meeting the learning and development and safeguarding, and welfare requirements of the Early Years Foundation Stage. The childminder organises her home and resources well to create an environment that is safe.

Children get good encouragement from the childminder to participate in activities provided. She meets their individual needs well, making sure that each child is treated with equal concern. Arrangements for safeguarding children are strong and well embedded. The childminder has a good understanding of how to protect children and knows the appropriate procedures to follow should she have concerns about a child in her care. The childminder carries out rigorous risk assessments, which she regularly reviews, to maintain children's safety within her home and on outings. The childminder has comprehensive policies and procedures in place that promote the welfare, care and learning of the children. She regularly updates these, sharing and discussing them with parents.

The childminder has a good understanding of the learning and development requirements. She regularly monitors her practice to ensure that she supports children to continue to make good progress. The childminder evaluates the service she provides. She is proactive in addressing actions and recommendations from her previous inspection and consequently, children's welfare is met fully. She has plans to attend further training courses to support her in her role as a childminder. Positive partnerships are in place with parents. The childminder shares activity plans and information about the Early Years Foundation Stage with parents. She keeps parents informed about their children through a daily exchange of both verbal and written information. This keeps them well informed about how she supports children's learning development in her setting and how they can support their children's learning at home. The childminder is proactive in getting feedback from parents regarding the service she provides through questionnaires. Parents have commented that their children are very happy and settled in the childminder's care. Partnerships with other early years settings that the children attend are well-established. The childminder works closely with them to maintain continuity of learning and 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	EY355260
Local authority	Merton
Inspection number	815363
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	09/06/2009
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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