

Inspection date	11/07/2013
Previous inspection date	05/10/2012

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

- Children are extremely well settled. This is because the childminder is skilful in supporting their move from home into the setting and to other provisions.
- The childminder uses the observations of children effectively. Consequently, children receive good support to help them make good progress.
- Children build secure attachments with the childminder and her assistants. This ensures they are settled and happy in their care.
- The childminder and her assistants create a warm, welcoming and stimulating environment in which children are secure, happy and confident to express themselves.
- Relationships with parents are positive and information regarding children's welfare and learning are regularly shared.

It is not yet outstanding because

- The childminder does not display words and numbers both indoors and in the garden, to extend children's literacy and mathematical skills.

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 the children as they played inside and in the garden.
- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector spoke to the childminder about the learning intentions of several activities observed at the inspection.
- The inspector sampled a range of documents, including the learning records and the policies and procedures.
- The inspector conducted a tour of the premises.

Inspector

Angela Ramsey

Full Report

Information about the setting

The childminder registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 six part-time assistants, three of whom are members of the childminder's family. A core team of four assistants work regularly with the childminder. 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:

- extend the opportunities for children to see and recognise numerals and letters both inside and in the garden.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage and promotes children's learning and development well. Good organisation and effective planning ensure that each child is challenged by the learning experiences provided. The childminder observes children as they play and makes secure assessments of their abilities. Children benefit from a good balance of adult-led and child-initiated activities, and the routine is flexible to enable them to pursue their own interests. They make good progress in their learning and development and are well prepared for their next stage in learning.

The childminder demonstrates a good understanding of how to engage children and capture their interests. Together with her assistants, she offers a welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy. The indoor environment enables children to follow their own interests. For example, the

children independently choose to look at books and enjoy 'reading' to themselves and to each other. Consequently, children's listening and communication skills are enhanced as they listen to stories and retell the familiar stories in their own words.

The childminder and her assistants take the children out regularly to enjoy fresh air and exercise at the different groups. For instance, they attend story time sessions at the library and go to parks. During play in the garden children are able to exercise as they move around on sit and ride wheeled toys, climb on the climbing frame and negotiate themselves safely through the play tunnel.

The childminder also uses the outdoor environment to provide opportunities for first hand experience of life processes. Here in the raised beds children are able to grow and care for growing plants. With the help of the childminder and her assistants, the children are growing strawberries, beetroot, carrots, tomatoes peppers and mint. This satisfying experience develops children's understanding of the world we live in. Children are able to be physical as they practise with tools and techniques such as digging and raking. Growing herbs such as mint encourage children to explore with all their senses.

Children's mathematical thinking and literacy skills are promoted through every day experiences. For example, children are learning to recognise words and numerals in various ways, such as through using books, with effective support from the childminder and her assistants. Older and more able children can write their name. The childminder helps children to point out numbers and words while looking through books. However, there are few displays of words and letters in the learning environment to extend children's understanding.

The childminder provides toys and resources that reflect the diversity of the wider world and disability, such as books and small world figures. Consequently, children develop positive attitudes about diversity. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their learning journals. She successfully uses the information to identify children's learning priorities. She makes plans to ensure children make as much progress as they can towards all the early learning goals. Parents are effectively involved in their children's learning through discussion and through the sharing of the children's records of learning. The childminder has knowledge of what information to share with the parents regarding the children's progress check at two years. She organises meetings with parents and provides them with a clear and accurate assessment of their children's progress in the prime areas of learning.

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

Children have good attachments to the childminder and her assistants because they know each child well. They have good knowledge of the individual needs of the children, to support them effectively. The childminder teaches children how to value each child's individuality. She talks to them consistently and explains how important it is to consider

everyone's needs within the community. This helps them to develop strong relationships with one another and behave well.

She praises them frequently during the activities. For example, she recognises their achievements as young children are able to name the different foods during role play. Children behave well and are motivated and happy as they play. Consequently, children respond positively to the childminder and her assistants. They ask questions and have fun. The childminder works hard to ensure children settle when they first come, because she offers parents settling-in time. This helps her to observe how children respond within her home environment, in order to support their individual needs. Therefore, she is able to build strong links with the children and their parents.

Children are well prepared for their move into other early years settings and school. Teachers visit the children in the childminder's setting to meet children and talk about what will happen when they go to school. Children choose from a varied range of toys and resources. Pictures and photographs showing familiar events, objects and activities are displayed around the setting to provide children with a sense of belonging.

Children are developing a good understanding of why it is important to have a healthy diet. This is because the childminder gives them healthy food choices, such as a variety of healthy, home-cooked foods and fruit at snack time. Recently the children made fruit kebabs using a variety of fruits such as pineapples, strawberries, apples, grapes and satsumas. She uses this time to talk to the children about why it is important to eat healthy foods. Children learn about their own safety as they practise fire drills. The childminder encourages children to remember to bring the sleeping doll from the cot, to make the experience meaningful.

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

The childminder fulfils her responsibilities in meeting all the safeguarding and welfare and learning and development requirements. She demonstrates a good understanding of safeguarding issues and knows the action to take if concerned about a child's safety and welfare.

The childminder ensures parents are aware of the policies and procedures that support her practice. Children benefit from being in a safe and secure environment. All assistants have successfully completed background checks. The childminder ensures risk assessments are completed and all areas are well organised, and all hazards are identified and minimised successfully. She closely supervises the children as they play. The childminder demonstrates a positive approach to improving her professional development. She attends relevant training and cascades the information to her assistants. Assistants as well as the childminder are trained in first aid and some have a food hygiene certificates. The childminder also meets with her local early years advisor and uses the information to improve her own knowledge and understanding of the activities and experiences she can provide for children.

Self-evaluation is good and promotes continuous improvement for the benefit of the children who attend. The childminder has also addressed the previous recommendations set at the last inspection. Through discussion, parents contribute to their children's developmental records, as part of the ongoing observation and assessment cycle. They share information with the childminder about their children's learning and development at home. The childminder monitors children's progress to check they are developing in line with the development milestones appropriate for their age. The childminder undertakes regular observations and assessments of children's progress, including the required two-year progress checks. This enables her to identify their future learning needs securely.

Partnerships with parents are embedded well and strong systems are in place to ensure continuity of care. For example, written records and daily verbal exchanges of relevant information around children's care needs ensure parents are kept fully informed about the care routines and development. Parents value and have voiced positive comments about the service. Parents say 'communication is very good we appreciate the daily report', 'we are satisfied with the consistent and reliable service' and 'our child loves the time she spends with you'. The childminder demonstrates a willingness to work with other professions and agencies to meet the individual needs of each child, should the need arise.

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	924158
Type of provision	Childminder
Registration category	Childminder
Age range of children	9 - 6
Total number of places	15
Number of children on roll	23
Name of provider	
Date of previous inspection	05/10/2012
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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