

Inspection date	30/08/2013
Previous inspection date	27/02/2009

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

- The childminder invests time in getting to know the children and is sensitive to their needs. The children are, therefore, happy, settled and eager to explore, supporting them in developing positive attitudes to learning. This means that the children are well prepared for school and future learning.
- Children's development is promoted through their play and activities as the childminder organises her work well and pays good attention to the daily planning. She has a good understanding of how children learn and a confident knowledge of the Statutory Framework for the Early Years Foundation Stage.
- Children's communication and language skills are promoted well.
- Children's enjoyment is enhanced as the childminder ensures that her home is welcoming and children have good access to toys and resources that interest them. This is supported by her positive attitude to continuously evaluating her practice.

It is not yet outstanding because

- Children's wider understanding of the relevance of why they should carry out a task, such as wearing a sun hat is not promoted to the full.

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 children indoors and in the outdoor play area.
- The inspector observed the childminder's practice and talked to her at appropriate times throughout the inspection.
- The inspector reviewed documentation and policies and sampled children's development records and recorded observations.
- The inspector read written feedback about the provision from parents and spoke to the children at the inspection.

Inspector

Marvet Gayle

Full Report

Information about the setting

The childminder was registered in 2008. She lives with her two school age children and the family's three small dogs. They live in the London borough of Croydon. The ground floor of the home is mainly used for play activities and the upstairs for sleeping. There is a fully enclosed garden 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 four children in the early years age range.

What the setting needs to do to improve further

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

- help children to gain greater awareness of how to keep themselves safe, for example, explaining why safety precautions are taken.

Inspection judgements

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

The childminder pays attention to getting to know children and ensuring that they are happy and settled. She has a thorough knowledge of the Statutory framework for the Early Years Foundation Stage and a good understanding of how children learn as they play. She uses her knowledge to consistently promote children's development. They are supported well and are making good progress towards the early learning goals. The childminder's sensitive interaction with children enhances their enjoyment and further extends their learning. For example, the children's attention is drawn to a bird's nest. The childminder encourages them to talk about nest and consider what might live in it. Then they make their own nest, finding resources in the environment and combining them to make different types of nests. Throughout the activity the childminder encourages children's language and thinking through the effective use of open-ended questions. The children are encouraged to listen and feel the different textures of the materials they find, such as the sound a stick makes when it is broken. The children quickly learn to do this and go on to enjoy exploring as they find other materials independently.

There are good procedures in place to gather information from parents about their children. These enable the childminder to assess children's starting points, understand their needs and track their progress. The good communication with parents means that they have opportunities to share daily news about their children and regularly view their child's assessment files. The childminder also offers support to parents in extending their child's learning at home by sharing the weekly planning, observations and contact diary.

This process takes into account of updates from parents about how their child has been learning and developing at home. Consequently, the childminder is able to include this extended range of information in her planning and so promote children's learning and development fully. The childminder makes good use of her observations and assessments of children to identify the next steps for their learning and to inform the daily planning. This ensures that children are offered play opportunities that appeal to them and promote their development in all areas of learning.

Children enjoy participating in adult-led activities and child-led play. This offers opportunities for the children to explore and play independently and to work in a secure, structured environment. They are prepared well for school and their future learning. Children participate in a wide range of activities that promote their physical development. For example, they enjoy the freedom and space of the large garden where the children run and walk as they explore and look for different objects to make their nest. One of the children says 'I like coming to the childminder as I can play in the garden and do fun things as well as going to Croydon recreation ground'. This is one of the local parks where children are able to further develop their skills in balance and body coordination. The good use of resources and specific activities means children are offered creative opportunities to learn about other cultures and ways of life. For example, they learn about different traditions through books and using the computer to access information from around the world. They also enjoy participating in craft activities associated with festivals and celebrations.

The childminder supports children well in developing the skills they need in order to learn effectively. Her good planning of activities and use of resources means that children are encouraged to explore further and experiment. For example, they enjoy stories about feelings. They talk as they draw themselves and identify each part of their body and the colour of their hands, hair and eyes. The childminder extends this by asking what the body parts are used for. The thoughtful planning also means that activities are extended in order to develop and reinforce children's learning. For example, sand play is extended to enable children to use a sieve to create worms and talk avidly about what they are doing. The childminder's sensitive interaction with children supports them in developing good language and communication skills. The children are encouraged to take part in activities that reflect their interests, support their needs and narrow any identified gaps in their learning.

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

The childminder gathers a wide range of information from parents about their child's needs and interests. This aids her in planning effective activities and daily support for each child. Toys and resources are well organised and accessible to children, enabling them to make independent choices and initiate their own play. This supports them in developing the skills required for future learning and also prepares them well for the move onto pre-school, nursery or school. This is further supported as the childminder takes care to ensure that children are familiar with these environments and so feel less anxious when they start. For example, children are taken to the school they will attend weekly reducing

any anxiety the children might have.

New children quickly settle because the childminder ensures that she understands their needs, preferences and normal routines. These are then incorporated into the daily timetable. For example, children have plenty of time to attend groups, play independently, sleep and eat. Children form secure relationships with the childminder. They show that they enjoy her company as they are constantly talking to each other and involving the childminder in their play. The children are encouraged to share the toys and to consider the effect their behaviour has on others. The childminder is attentive and demonstrates to children that she values them each as an individual. Children respond to this and learn to understand and respect each other. They are supported well in developing their self-care skills as the children talk about what they were doing and sharing with each other. Children gain a clear understanding of the importance of some healthy lifestyles. They enjoy regular fresh air and exercise. They learn about healthy eating as they try different fruits and talk about why these are good for their bodies. However, their understanding of the relevance of healthy practices, such as, wearing a sun hat is not always effectively promoted. As a result the children are not actively helped to understand how to keep themselves safe.

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

The childminder is experienced and continues to set high standards for her childcare. She reviews her procedures, ensuring that these meet the requirements of the Statutory framework for the Early Years Foundation Stage. This supports her in promoting children's welfare and safety. The childminder maintains a positive attitude to improving her practice. She continuously evaluates her work, seeking feedback from children, parents and other professionals to inform this. Therefore, she has a good picture of her strengths and weaknesses and plans relevant changes that improve the provision for children. For example, the childminder is in the process of introducing new assessment procedures. These enable her to better plan children's next steps and therefore, further promote their individual development.

The childminder monitors children's progress effectively. Clear plans for working with other people caring for the children enable her to work in partnership with them. For example, she exchanges assessment information with the nearby nursery so that they can work together to promote children's development. The childminder's attendance at her local children's centre and close connection to the network childminders gives her a good understanding of high quality care and the role of other professionals. Therefore, she knows where to seek further help for children should the need arise. Her effective procedures for working with parents mean they are well informed of their child's progress and activities. For example, the childminder ensures that parents have frequent opportunities to view their child's assessment records.

Children's welfare is consistently promoted as there are thorough safeguarding arrangements. The childminder attends additional training in this area and has chosen to

implement written policies and procedures. Therefore, she has a good understanding of the process to follow should she have any concerns about a child. Thorough risk assessments are regularly reviewed and ensure that hazards are minimised or removed. This contributes to children playing happily and safely and means that they have a positive childcare experience that forms a good base for their future learning.

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	EY376576
Local authority	Croydon
Inspection number	815701
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	27/02/2009
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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