

## Inspection date

Previous inspection date

09/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 partnership with parents is good; this helps to ensure the needs of all children are effectively met.
- Settling-in procedures are effective in helping the children to develop secure attachments to the childminder.
- Children are able to move around safely in the childminder's home. Toys and resources are well organised and children are able to make choices about what they want to play with.
- The childminder provides interesting, fun and challenging play experiences for children. Therefore, children make good progress in their learning and development

### It is not yet outstanding because

- There are few opportunities for children to see and use numbers and letters in print in the garden.

## 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 had a tour of the premises and spoke with the childminder at appropriate times throughout the inspection.
- The inspector spent time observing the childminder and the children she was caring for during play and care routines.
- The inspector looked at children's progress records, the self-evaluation form and a selection of policies and procedures.

## Inspector

Angela Ramsey

## Full Report

### Information about the setting

The childminder registered in February 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and young child in the London Borough of Merton. There is an adult lodger who also lives at the premises. All areas of the home, except for lodger's bedroom are used for childminding. Toilet facilities are on the first floor. Children have access to a garden, which has secure boundaries.

The childminder is currently caring for three children in the early years age group who all attend on a part-time basis.

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

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

- provide further opportunities to promote children's mathematical and literacy skills, for example, by enabling children to see and take note of numbers and letters in the garden.

## 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 areas of learning and how children learn and develop. The childminder collects ample information from parents when the children join the setting. This helps to ensure she has a good understanding of each child's interests and starting points from the beginning of the care arrangement. She makes regular observations of children's achievements to inform her planning of activities. Parents are encouraged to share details of what their child does at home, on an on-going basis, to help the childminder plan for children's next steps in their learning. The childminder creates attractive 'learning journey' folders using photographs and examples of children's creative work. These clearly show what children enjoy and their progress towards the early learning goals. She shares these effectively with parents and asks for their comments, which provides parents opportunities to be active in their children's learning.

The childminder uses her competent knowledge of child development to effectively promote children's good progress in all areas of learning. She talks to children as they play offering much praise to raise children's self-esteem and enthusiasm for learning. The childminder supports young children's emerging communication and language

development well, as she shares books and introduces them to songs and rhymes. Children's experience of the real world is promoted as the childminder puts together interesting materials for children to investigate and explore. The objects are natural and household items such as whisks, shells, wooden spoons, brushes, fabric swatches and containers with lids. Young children are able to select, touch, taste and feel the items enriching their experience of different objects.

The childminder makes good use of resources such as shape sorters to help children's understanding of shapes. She introduces young children to counting songs, and she counts out loud during everyday activities such as when climbing the stairs or when setting the table. This helps children to link numbers with objects. Children are able to use paint, crayons and pencils to make marks. Alphabet and number posters are displayed and toys and resources are labelled with words and pictures. This enables children to understand that print carries meaning. However, there are fewer opportunities for children to see letters and words during outdoor play. As a result, the childminder is not always fully supporting children's understanding of the link between words and their meaning in the outdoor learning environment.

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

The childminder's caring and attentive approach enables children to form good emotional attachments to her. Children play happily and are clearly content. Children initially visit with their parents and slowly build up the time spent with the childminder. As a result, transitions between home and the setting are smooth as children's emotional needs are put first. The childminder arranges trips out to parks, libraries and under five groups where children learn to be sociable with others. Children behave well because they follow the good example set by the childminder. Children are given lots of attention and equal opportunities to enjoy the activities and experiences on offer.

The childminder's home is organised for the children's benefit and they can easily choose what they want to play with. The childminder provides activities that help children learn about their own and other cultures. Children are able to look at books which show families like their own and those families with different lifestyles. The childminder also likes to celebrate events such as Christmas, Easter and Chinese New Year with the children. The childminder provides regular opportunities for children to enjoy outdoor play. At local parks, she encourages children to extend their physical skills and coordination on large play equipment. Children enjoy riding on sit and ride toys and watching the birds and squirrels in her garden.

Children are beginning to gain a good understanding of how to keep themselves safe. The childminder has devised an emergency evacuation procedure to practise with the children, so children learn how to leave her home quickly and safely. She carries out rigorous risk assessments throughout her home, garden and on outings to help keep children safe.

The childminder supports children well to gain a good understanding of the importance of a healthy diet. The childminder provides children with healthy meals and snacks,

supporting their good health and well-being. Some parents prefer to provide their children's meals. The childminder stores these appropriately and heats them thoroughly before serving to the children. Children wash their hands before eating their meals and snacks. Children decide for themselves when they are thirsty and are able to help themselves to drinks of water.

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

The childminder has a good understanding of the learning and development requirements. She gains information from parents when children first start in her care and observes the children as they play. The childminder has a good understanding of how to keep children safe and the signs that suggest a child may be at risk of harm. She is aware of the referral procedures and who to contact if she has a concern about a child.

The childminder has a secure understanding about the requirements to carry out a progress check on children between the ages of two and three years and how to use this information to support children's learning. She plans for children's next steps and provides challenging activities, which help children to move onto the next stage in their learning.

The childminder has only been childminding for a few months, however, she has started to evaluate her service to enable her to identify her strengths and areas for development. The childminder is aware of the need to liaise with providers of other early years settings to promote continuity in children's care, learning and development.

The childminder has developed a good working relationship with parents. She finds out about children's individual needs before they start. The childminder keeps parents well informed about their children's time with her and their progress. For example, through sharing children's 'learning journey' folders. This helps to ensure parents are fully informed of the activities their children enjoy and the progress they are making.

The childminder has made a positive start to her childminding business. She is keen to continue with her professional development through attending further training. She meets with other childminders and seeks guidance from local authority advisors to further improving her service.

### **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>	EY458210
<b>Local authority</b>	Merton
<b>Inspection number</b>	905576
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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