

Inspection date

Previous inspection date

14/09/2013

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

- Children make good progress in their learning because the childminder is confident in her knowledge and understanding of the Early Years Foundation Stage. She offers a varied range of activities to support their learning securely.
- The childminder is enthusiastic, well-motivated and acts as good role model. She interacts effectively with the children, and has high expectations of behaviour.
- The childminder takes time to get to know and understand the children, helping them to feel settled and secure. Children are keen to explore and play, and develop positive attitudes to learning. This prepares them well for school and their future learning.
- Partnerships with parents are good and a key strength in making sure that children experience continuity in their learning across all settings they attend and at home.

It is not yet outstanding because

- The garden area is not always inviting to children to encourage their learning in the outdoor environment. As a result, children do not often choose this area to develop their learning through play.

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 activities in the childminder's lounge and playroom.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views by reading comments on children's progress records.
- The inspector viewed a sample of paperwork including policies and procedures, risk assessments and children's development records.

Inspector

Jenny Forbes

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and four children in Mitcham, Surrey. The whole of the ground floor, an upstairs bedroom and bathroom are used for childminding. There is an enclosed garden available for outdoor play.

The childminder attends a toddler group and activities at the local children's centres. She visits the library and park on a regular basis. The childminder walks to local schools and pre-schools to take and collect children.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll, who is in the early years age group. The childminder provides her service all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- review the children's use of the garden and make it more inviting for them to use so that they are able to continue their learning experiences outdoors all year round.

Inspection judgements

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

The childminder demonstrates a good knowledge of children's learning and development, including how they learn through stimulating and imaginative activities and experiences. She provides an extensive range of interesting and challenging play experiences that gives a broad balance across all areas of learning. The childminder has high expectations of children, which are based on assessments of their starting points from initial discussions with parents. Effective systems of observation and assessment ensure that children's development is monitored securely. The childminder works closely with parents to share ongoing plans for children's next steps in their learning and development by incorporating their particular interests. This promotes continuity of learning between the childminding setting and home, and ensures that children enjoy their learning and make good progress.

Children enthusiastically make choices for their play and learning, as they confidently select resources from the low level storage units available to them. The childminder frequently asks children what they would like to do next, and encourages them to think about choosing resources that may extend their learning. This helps children develop

confidence in initiating their own play and taking decisions in their learning. Children play well together and support each others learning by modelling their own skills. Communication and language are promoted through effective conversation and questioning. Literacy skills develop well as children examine toy salt and pepper pots and learn that 's' is for 'salt' and 'p' is for 'pepper'. Children's physical development is promoted indoors as they play guitars and dance to music. They play ball, which helps to develop their larger muscles, and fine muscle control is promoted as they thread cord through holes to secure wooden clothes to a wooden doll.

Children develop their skills well through the effective experiences provided, which supports their future learning well. For example, they count bricks as they build them and identify the different colours. Mathematical development is further supported as children identify matching play food items and count them into a toy shopping trolley. Children choose from a variety of books and they sit together to look through the pages to find images of their favourite television characters. The childminder provides an environment rich in print to help children to learn to identify numbers and letters. Their imaginations are stimulated as they dress up as super heroes, doctors or princesses. Children learn to understand technology as they explore a variety of suitable games on a laptop computer. They learn about the wider world through a colourful display of flags, maps, animals and greetings in other languages.

Children are prepared well for their move to school as the childminder provides many activities to promote pre-reading and pre-writing skills. For instance, children learn the letters of their name and begin to write them, and simple mathematics ensures that children can count and recognise numbers.

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

Children feel very safe and secure in the childminder's care. They build strong relationships with the childminder and her family. Children behave well as the childminder is consistent in her expectations. Their self-esteem is high as they are constantly praised for their achievements and receive stickers for positive behaviour. The childminder is a good role model as she shows respect for each child, enabling them to learn respect for each other. The childminder demonstrates a good understanding of the children in her care as she works closely with the families to build warm and caring relationships. Children are confident and friendly. The childminder makes sure they are emotionally well prepared when they move to other settings. For example, she takes time to visit other settings and discuss their different expectations with the children.

Children learn about healthy food as they select play resources resembling fruit and vegetables. They 'cook' them on the play cooker and pretend to eat them. The childminder asks them what they think the foods taste like. She takes care to ensure that the toys and resources are safe and suitable for the children's age and stage of development. Resources are stored at child height and are of good quality. Children learn to play safely with the resources, such as small beads for threading, and know to keep them away from smaller children to prevent choking accidents. The childminder sits at the

same level as the children to engage them in play activities. This gives children a sense of security and helps to develop their attention span. Children are encouraged to manage their own personal needs, such as, using the toilet, washing their hands, and changing their own clothes.

Children have access to the large garden, which they use for planting and growing seeds and bulbs in the warmer months. Large climbing apparatus enhances children's physical skills, and sand and water promote creativity and sensory development. However, the garden is not enticing in the autumn and winter months as the decked area becomes very wet and children refuse to play there. Children learn more about the world as they are taken out in the fresh air to explore their local community or travel on public transport for outings further afield. They learn how to keep themselves safe and to take measured risks, for example, when using large play equipment in the park under the supervision of the childminder. Children's safety is promoted well in the childminder's home as they are never left unattended. An effective evacuation procedure is in place, which is practised with the children. As a result, this promotes children's safety as they know what to do should an emergency occur.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of safeguarding and child protection. The childminder has effective policies and procedures including a policy restricting the use of mobile phones on her premises. She has completed safeguarding and food hygiene training, which ensures she has an up to date knowledge and understanding of these. The childminder demonstrates a strong commitment to continually update her knowledge by attending further training and working closely with the local authority development team. She is very well organised with all essential records, such as attendance records, accident and incident records, and emergency contact details kept up to date and stored to ensure confidentiality. Regular risk assessments are carried out, within the childminder's home and for outings. Consequently, hazards are removed or minimised, which promotes children's safety effectively.

Records of children's learning and development are kept up to date and are well documented. Weekly observations, assessments and planning are carried out and the childminder works with parents to confirm children's next steps in their learning. This helps her to monitor the educational provision well. Children's learning journals contain photographs of children engaging in interesting activities and experiences, and parents comments are recorded. Partnerships with parents are strong and the childminder is keen to build relationships with other settings that children attend to share good practice and ensure continuity in children's learning. Parents' written comments indicate that they are very happy with the activities and experiences provided for their children.

Self-evaluation is good because the childminder analyses her strengths and weaknesses

well. She asks parents and children for their ideas for improvements. The childminder makes secure plans to target ongoing future improvements to benefit children's learning and development, for example, to provide a writing area outdoors.

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	EY457558
Local authority	Merton
Inspection number	906409
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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