

Inspection date

Previous inspection date

18/10/2013

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 children have formed firm attachments with the childminder and her assistant and they feel secure in their care.
- The childminder provides a warm and welcoming play environment, which is very well equipped with a good range of high quality toys and resources.
- Children are confident active learners. They behave very well and show increasing levels of independence.
- The childminder is developing good partnerships with parents, who are happy with the care and education she provides.
- The childminder uses her knowledge and experience to effectively promote children's learning.

It is not yet outstanding because

- The systems for planning and assessment do not fully include information about children's learning at home.
- The self-evaluation process is not fully effective as it does not have an action plan to address areas for improvement.

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 discussed with the childminder her systems for self-evaluation.
- The inspector took account of the views of parents.
- The inspector toured the premises.
- The inspector observed the interaction between the childminder, her assistant, and the children.
- The inspector looked at children's welfare and development records, both on the computer and on paper.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and two young children in Croydon, South East London. The family's pets are guinea pigs and a small dog. Most areas of the childminder's house are available for childminding, including an upstairs bathroom. There is an enclosed rear garden available for outdoor play. The childminder is registered on the Early Years Register and on both compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children. The childminder employs a part-time assistant. The childminder holds a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- strengthen the systems for observation and assessment by increasing the opportunities for parents to contribute to their children's development records
- develop the system for self evaluation by devising and implementing an action plan for the areas that have been targeted for improvement.

Inspection judgements

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

The childminder develops good relationships with parents and she obtains information from them to enable her to care for the children and meet their needs. The childminder speaks with the parents daily and she uses an internet application, to share information with them about their child's learning and development. The childminder inputs information about the children's progress including the planning for their next steps. Parents have a personal identification number to log into the site securely, where they can see their individual child's record. They are able to view and contribute to the record. It also contains details of the childminder's policies and procedures. The childminder has found this system is not fully effective in achieving a shared approach to children's learning and development. Consequently, there is little information about children's learning at home to inform the childminder's planning for what children need to learn next. The childminder makes pertinent observations to understand how children are progressing and to gauge their interests. She tracks children's progress to ensure there are no gaps in their learning. Children are making good progress in all areas of their development.

The childminder has a secure knowledge of how to promote children's learning and development. She plans activities and experiences which encourage the children to investigate. For example, young children enjoy sensory play, where they explore different textures. They feel sealed bags containing different materials, including rice and paint. The childminder sits at the children's level as they play. She uses open questions to promote their thinking and their language, such as "what does it feel like" and "what happens when you press on it. Children become excited and squeal when they see the paint move as they bash the bags. They copy one another making a rhythm, as they bash the bags. The childminder, in response, points out to children that they are making music. She builds on this by extending the activity and introduces musical instruments, which the children eagerly choose to play. The childminder introduces mathematical language as she counts the beats to the drum with the children. The childminder sings a familiar song and the children play the instruments enthusiastically and skilfully in time.

Children show an interest in books and they choose from the wide variety available. They snuggle in close to the childminder, as she reads them a story. The childminder reads enthusiastically, encouraging the children to join in and point out the things they see in the book. The childminder skilfully supports children's communication and language further as she talks to them as they play. She encourages their babble, repeats their words clearly, and leaves time for them to respond when she asks them meaningful questions.

The childminder organises the environment so that children can move around safely and independently, as they become increasingly mobile. The childminder provides a rich learning environment, which offers children a wide choice of resources and activities. These include a variety of resources to help develop their understanding of the world.. The playroom reflects cultural diversity and positive images of disability. There is a dedicated playroom, with comfortable furniture and a dining room which has direct access to a well equipped garden. The childminder displays children's artwork in the playroom and laminates some to display in the garden, which enhances their sense of belonging.

Children are familiar with the routines in place. Mealtimes and rest times are calm and children move happily from one thing to another. This is a child centred environment which encourages their personal and social skills, helping them to make relationships with one another. The childminder encourages children to take care of things and to tidy away some resources before moving on to other activities. This gives them a sense of responsibility. They settle well and acquire the skills and dispositions to be ready for the next stage in their learning and school.

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

The childminder and her assistant nurture the children. They form warm relationships, which strongly support their personal, social, and emotional development. The childminder teaches the children important self-care skills. This promotes their growing independence and their understanding of maintaining good hygiene routines. For example, children routinely wash their hands before meals, after playing outside and after touching the

animals. The childminder places pictorial reminders at the guinea pig cage to ensure children do not forget. The childminder provides children with healthy, nutritious meals and snacks. She promotes children's understanding of the importance of healthy eating through cooking activities and growing vegetables and herbs in the garden. Children sit securely in their high chairs as they enjoy their lunch. There is plenty of fruit available and the childminder encourages children to drink so they do not become thirsty. Children can independently reach their drinks.

Children behave well and respond to the childminders positive strategies for managing behaviour. For example, the childminder responds quickly to any minor disputes. The childminder explains to the children why it is important to be kind to one another and encourages them to share. She praises the children for their efforts, when they take responsibility. For example, young children tuck the chair into the table when they get up and the childminder notices this and acknowledges their efforts for taking good care and preventing tripping hazards. Children are able to play safely in her well organised home and garden and they are aware of the boundaries in place, for example, rules about handling the family pets.

The childminder provides parents with daily information about the children's day and informs them of the meals provided and quantity of food their children have eaten. The childminder ensures children have plenty of opportunities to develop their physical skills and have fresh air and exercise. In addition to outings to the parks, the farm and the library, the childminder walks to the local school. She makes sure all the children are aware of road safety so they begin to understand how to keep themselves safe. She has systems in place to minimise risks to children when out walking. For example, they wear high visibility jackets and walk beside the childminder. The childminder is very aware of the children's individual needs and is respectful of their routines. She knows when they are tired and need to rest. She organises activities to ensure children have a good balance of physical and quiet activities.

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

The childminder is meeting the safeguarding and welfare requirements effectively. She has a good understanding of the procedures to follow if she were concerned about a child's welfare, which she shares with parents. Her home is safe and secure and risk assessments are ongoing, to take into account the children's growing independence. The childminder's policies and procedures underpin her good practice.

The childminder demonstrates a good understanding of the learning and development requirements. She makes observations of children's development across the areas of learning. She plans for children individually and for their next steps. However, there are minor weaknesses in the evaluation system. The childminder observes there is scope to improve the system, to encourage parental input in children's learning journeys. However, she has not identified alternative opportunities to incorporate information about children's learning at home. The childminder tracks the children to measure their progress from their

starting points and to identify any gaps in their learning. The childminder has the knowledge and information to complete the progress check for children at age two years, when this is required.

The childminder identifies her strengths and areas for development as part of her self-evaluation process. She shows a commitment for ongoing improvement of her service and professional development. However, she does not always clearly identify what action she needs to take to bring about the improvements necessary. She makes sure all children feel included and have their individual needs met. The childminder works very closely with parents and she links in with the local school. She is aware of how to support parents in accessing services when a child may need extra support. She seeks the views of parents and they comment they are very happy with the care and education she provides. They are pleased with the healthy meals she provides and that their children are happy and settled.

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	EY459114
Local authority	Sutton
Inspection number	911859
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

