

Inspection date

Previous inspection date

05/06/2013

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 childminder has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, and of how children learn and develop. As a result, children make good progress.
- The childminder has created a very child-centred welcoming environment. Children can help themselves to good quality, age-appropriate toys and equipment. They can see their artwork and photographs of themselves and their family throughout the home.
- There is a good emphasis on promoting the prime areas for children under two. Purposeful interactions help children develop their emerging communication skills.
- The childminder has a full range of policies and procedures in place to meet requirements which are shared effectively with parents.
- The childminder is committed to continuously improving the provision. She monitors and evaluates her practice and identifies priorities for future development.

It is not yet outstanding because

- The childminder does not fully explore all opportunities to encourage children to learn about all aspects of the wider world, for example about many different types of people and communities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children who are in the early year's age group. The home is in Wimbledon, located in the London Borough of Merton, close to shops, schools, parks and transport links. All areas of the property are used for childminding purposes. 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 in the early year's age range on roll, who attends on a full-time basis. The childminder offers care from 8am to 6pm on Monday to Friday all year round. The family have two pet cats.

What the setting needs to do to improve further

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

- support children's further understanding of differences in the wider world, for example, by acknowledging a wider variety of cultural festivals and telling stories about diverse experiences.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. As a result, she provides an exciting range of activities that captures young children's interests and holds their attention. Young children are happy to explore their environment confidently on their own. They enjoy playing in the sand tray and use spades, moulds and trains to make marks. The childminder is proactive in supporting children's learning during play by introducing the name and numbers of the trains. This helps children's early mathematics skills as they play. Children's creativity and their communication and language skills are developing very well. The childminder constantly talks with them throughout the day, asking open-ended questions that help to extend their vocabulary and conversational skills. During singing sessions, children use puppets and other props to engage in songs such as five little ducks and Old Mc Donald had a farm. This encourages children to concentrate, have fun and listen when singing favourite songs and rhymes. The childminder is proactive at promoting positive attitudes to learning. Children's literacy development is encouraged well by the childminder. They are developing a love of books through daily story times. Books are stored well at children's level to further develop their interest and independent choice. Children are developing an appropriate understanding of the world. They have opportunities to develop their understanding of technology through access to remote controlled toys and talking books. However, there are fewer

opportunities for them to develop an understanding of a wider range of people and communities of the world. Currently children acknowledge some festivals throughout the year, which include Christmas, Easter, Valentine's Day and St Georges Day. Children's expressive arts and design skills are encouraged well as they take part in arts and crafts activities where they use a wide range of materials, including coloured paints and glue. This enables them to be creative and use their imagination. This is evident through artwork displayed throughout the home and in photographs in children's folders.

The childminder completes regular written observations on the children's progress and development and identifies next steps for their learning. This informs her planning and covers all areas of learning. This enables her to monitor children's progress and provide good opportunities to help them develop to their full potential. Written observations and planning is suitably shared with parents. Children are making good progress and are prepared for the next stage in their learning or the move to school, as a result. The childminder encourages partnerships with parents by obtaining starting points from the beginning of the placement. This enables her to plan a wide range of activities and opportunities that suit individual children's needs, interests and abilities.

Parents are kept well informed of their children's learning and development through numerous methods. The childminder is aware of the need to complete the progress check for children aged two. She has experience of liaising with parents to inform and involve them in the process to make effective plans for children's future progress.

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

The childminder's home is warm, welcoming and very child centred. She displays children's artwork and photographs of them and their family the around the home. Children have formed positive relationships with the childminder and her family. As a result, they have a secure emotional attachment that promotes their well-being. The childminder organises the main play areas well. There are open front labelled storage units that hold a multitude of resources and equipment that children can choose from independently. Children are developing a good understanding of the importance of keeping hydrated to prevent them becoming thirsty. This is because their individual cups are kept within easy reach to encourage them to access their drinks as they play. Children's parents are responsible for providing the main meals. However, the childminder provides drinks and snacks throughout the day. Children have access to healthy snacks that include; fresh and dried fruit, breadsticks and cream cheese.

Children are developing a good understanding of the importance of hygiene. They have access to wet wipes to clean their hands before meals and snacks to prevent cross-infection. The childminder is also a good role model and follows well-established hygiene routines herself. Children enjoy fresh air and exercise as part of their normal day as they do the school run and visit local amenities such as parks and play groups. They are well behaved. Children respond well to the childminder's gentle manner, and it is evident that the boundaries she sets are clear and well established. House rules are displayed in the hallway and she has devised a behaviour management policy that is shared with parents. Children are also developing an effective understanding of keeping themselves safe by

regularly taking part in the evacuation procedure. This helps them to develop useful skills for their future development, for example, at school.

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

The childminder has an effective knowledge of child protection procedures approved by her Local Safeguarding Children Board. She fully understands her role and responsibility to protect children's welfare. Children's safety is maintained fully as the childminder completes regular written risk assessments of the home to protect children at all times. She has recently started childminding and has already begun to evaluate her practice. The childminder shows a good awareness of the quality of her service, including her strengths and areas that she plans to improve. Since registration, she has completed all required training to develop her knowledge and practice to promote the safety and welfare of children in her care. This demonstrates the childminder has a good commitment to driving improvement.

The childminder has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has developed positive partnerships with parents to meet the individual needs of their children. The childminder gathers information at the start of the placement. This is to ensure she can meet the children's individual development and dietary needs. The childminder keeps parents well informed about all aspects of their child's well-being through several ways. These include daily discussions, photographs, observations, summary reports and tracker books. This ensures parents are always aware of how their child's day went and how well their children are progressing. The childminder demonstrates a secure understanding of the need to work in partnership with external agencies or services to ensure that a child gets the support he or she needs. She further understands that she must liaise with other providers delivering the Statutory Framework for the Early Years Foundation Stage to ensure progression and continuity of learning and care.

The Childcare Register

The requirements for the compulsory 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	EY440348
Local authority	Merton
Inspection number	812016
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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