

Inspection date	14/11/2013
Previous inspection date	29/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy, settled and at ease in an environment where they are confidently explore and make choices from a varied range of toys and activities.
- The childminder has good settling in procedures these are flexible and help children to be happy and secure.
- The childminder fosters good partnership with parents, which ensures that children receive constant support for their care needs and their development and learning.
- Children develop a strong sense of belonging and feel safe and secure, as result of close bonds being fostered with the childminder.

It is not yet outstanding because

- Opportunities to enhance children's early literacy skills are not fully utilised.

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 spoke to the children, the childminder and co-childminder at appropriate times during the inspection.
- The inspector observed activities and care routines throughout the inspection.
- The inspector sampled children's information and development records.
- The inspector sampled a selection of the childminder's policies and procedures.

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder was registered in 1994. She lives with her husband and two children in the London Borough of Merton, close to local schools, parks and public transport links. The whole of the ground floor is used for childminding. There is a garden available for children's outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has two children in the early years age range on roll.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about words and numbers, for example, by displaying letters, words and numbers in meaningful contexts.

Inspection judgements

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

The childminder meets the needs of the children in her care well. She works closely with parents to establish children's individual abilities and interests and to get to know their starting points. Consequently, she provides a varied balance of adult-led and child-initiated activities which enable children to make good progress towards the early learning goals.

The childminder uses her knowledge of child development to effectively promote children's good progress in all areas of learning. For example, as children build with construction bricks she talks to children offering lots of praise to raise children's self-esteem and to encourage their language and communication skills. She further supports young children's emerging communication and language development well as she reads books with the children. Children are also introduced to songs and rhymes during visits to under five groups and at her local library. Nevertheless, there are not many opportunities for children to see letters, words and numbers displayed inside and in her garden to help them become more familiar with the concept of numbers and letters and their meaning.

Children's understanding of the world is promoted as the childminder provides a selection of musical instruments from different parts of the world. The childminder also provides children with the opportunity to practise their emerging writing skills. For instance, children are able to use crayons and pencils to make marks. The quality of teaching is good because the childminder provides interesting and challenging experiences that meet the needs of the children in her care. As children are engaged in activities she provides a description of what they are doing. For example, as children build using bricks she describes what they are doing and names the colours and the children imitate her. This

approach helps extend children's vocabularies and encourages them to think.

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

The childminder's warm approach enables children to form close bonds with her. Children play happily and are clearly settled and at ease in her care. As a result of effective settling-in arrangements young children have clearly built up a special relationship with the childminder. For example, they seek physical and emotional comfort by spontaneously hugging the childminder as they play. Children behave well because they follow the good example set by the childminder and her co-childminder.

Children are given lots of attention and equal opportunities to enjoy the activities and experiences on offer. Toys and resources are organised in such a way that enables children to be independent and help themselves with 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 diverse lifestyles.

The childminder provides frequent opportunities for children to enjoy outdoor play. While at local parks, in her garden and in the outdoor play areas of under five groups she encourages children to extend their physical skills and coordination on large play equipment, such as climbing frames. Children are also able to ride scooters and push along wheeled toys. Children are starting 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. The childminder carries out thorough risk assessments throughout her home, garden and on outings to help keep children safe. The childminder fosters children's all round good health effectively. She provides children with healthy snacks consisting of fresh and dried fruits, which supports their well-being and good health. Parents provide packed lunches for their children. The childminder makes sure these are stored appropriately to ensure they remain fresh. Children are learning good hygiene practices as they wash their hands before eating their meals and snacks.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early years Foundation Stage. She has up-to-date knowledge of the local safeguarding procedures. As a result, she is clear about how to keep children safe from harm and ensures they are protected and supervised at all times. She has devised written policies which contain the up to date information regarding the use of mobile phones.

The childminder demonstrates a good capacity to maintaining continuous improvement and improving outcomes for children through evaluation. She has successfully complied

with both the action and the recommendations set at her last inspection.

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. The childminder has developed positive 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, she has daily discussions she also shares her written observations on children's achievements with parents. This helps to ensure parents are fully informed of the activities their children enjoy and the progress they are making.

The childminder does not care for children who attend other early year's provision. However, she is aware of the need to establish links with others involved in the children's education. To ensure there is a shared approach to children's learning. Overall, children make good progress in relation to their starting points. Activities are effective and prepare children well for the next stage in their learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	138164
Local authority	Merton
Inspection number	942320
Type of provision	Childminder
Registration category	Childminder
Age range of children	3 - 1
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	29/09/2009
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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