

Inspection date

Previous inspection date

29/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and secure; they have strong emotional attachments with the childminder who is extremely attentive to their emotional needs.
- The childminder makes sure that rigorous risk assessments are in place and carried out daily to ensure children's safety is given the utmost priority.
- The childminder establishes effective partnerships with children's parents and outside professionals, to support a consistent approach towards care and learning.
- Excellent arrangements are in place for the inclusion of all children to support their specific needs.
- The childminder demonstrates an excellent capacity for ongoing improvement of her outstanding setting to achieve the best possible outcomes for all the children.

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 looked at learning records, planning documentation, the self-evaluation and improvement plan, and a sample of policies and children's records.
- The inspector took account of comments from parents and carers and looked at the childminder's parent's survey information.
- The inspector observed the interaction between the childminder and minded children.
- The inspector observed and spoke to the childminder's assistants.
- The inspector had a tour of the premises.

Inspector

Elizabeth Mackey

Full report

Information about the setting

The childminder registered in 2010. She works in partnership with her mother, who is a registered childminder. She works from her mother's address, which is situated in Croydon, Surrey. The whole of the ground floor, one bedroom and bathroom facilities on the first floor of the premises are available for childminding purposes. There is a dedicated playroom, children have their own coat area and child sized downstairs toilet. The premises and toilet are suitable for wheelchair access. There is a fully enclosed garden available for outdoor play. The childminder and her co-childminder employ three assistants, who work on a part time basis. The childminder has a Certificate in Childcare and Education and a Nursery Nursing Examination Board Diploma. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll, some attend on a part-time basis, of these seven children are in the early years age group. The childminder supports children who have special education needs and/or disability and children who have English as an additional language.

What the setting needs to do to improve further

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

- further enhance the educational programme for literacy by extending opportunities for children to recall and tell familiar stories.

Inspection judgements

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

Children's progress is excellent. Through initial discussions with parents, the childminder obtains detailed information about what children can do. She uses this information as a starting point on which to build children's learning. Parents contribute from the start and the childminder shares ideas to provide a wealth of exciting activities and learning opportunities for children. She observes children's progress and reviews their progress regularly so that she can identify and address any gaps in learning quickly. The childminder records pertinent observations of children, which she enhances with photographs. She uses these along with contributions from parents to inform their next steps in their learning extremely efficiently.

The childminder fully recognises children's individual needs, interests and abilities, which underpins the quality of the activities and experiences they enjoy. She knows the children very well and she extends their learning very effectively. There are successful systems in place for working in partnership with parents. The two way flow of information means that parents are up to date about their children's progress, as they speak to the childminder

each day and share extensive information about their achievements. The childminder makes observations in children's progress records and she completes a daily record of their day. Parents are fully involved in their children's learning, as the childminder fully includes them and advises them on how to support children at home. Children's home life is reflected in the rich and varied setting, for example, they have photographs of the significant people in their lives. This strengthens the link with home and supports children's emotional development. The childminder effectively supports children's language development. She uses key words to children in their home languages and uses additional tools, for example, sign language and visual prompts to ensure all children are included. When reading to the children, the childminder skilfully communicates by using open questions, to encourage their thinking, allowing enough time for the children to think and respond. Children show good recall and make contributions. There are some missed opportunities at story time for children to develop this and tell their own stories. The childminder also uses additional resources to enhance their experience, such as story sacks and puppets.

Children's work, photographs and projects are on display throughout the childminder's home, which provides parents with high quality information. Children enjoy exploring an extensive range of natural objects that they find during their walk to the park. They use them to make a creative autumn display. They are encouraged to explore the natural environment through innovative activities, for example they have made a small pond to observe frog spawn and to learn about the life cycle of frogs.

Children develop their technological skills extremely well, as they use digital cameras and computers to extend and enhance all their learning effectively. Children are very imaginative in the role-play area, and show high levels of engagement in their play. They pretend to make tea and cakes, and excitedly welcome the input from the adults who skilfully extend their game by making requests for food. All children take the opportunity to express themselves when the childminder leads a singing activity. They select instruments to play and move their bodies to the music. They recall the words of the songs and the toddlers enjoy using percussion instruments and copying the actions. Group activities with the children work extremely well due to the high level of adult support, which ensures all children, are fully included.

Children flourish as they develop their physical skills exceptionally well. They use a wide range of climbing equipment at the park and in the childminder's garden. They engage in water and sand play as they experiment to create their own imaginative role-play opportunities. They grow their own fruit and vegetables so they learn about nature and living things. This interesting, popular activity also promotes children's understanding of a healthy lifestyle because they are involved in preparing and eating their produce. The childminder also uses this opportunity to teach the children how to keep themselves safe. The childminder's garden is temporarily out of bounds due to fallen branches. In the meanwhile, children are able to play physically and enjoy fresh air at the park that they visit daily. Children benefit from the use of well planned, stimulating and well-resourced playrooms, which are exceptionally child centred, which gives children a sense of belonging. Children, without prompting, help set out resources and keep things tidy. They choose from an abundance of high quality resources and activities, which means they develop their own learning styles.

Children are making excellent progress and the childminder is confident they are extremely well prepared for the next stage in their learning and for school. Children benefit from the everyday natural opportunities the childminder provides for them to count, problem solve, and recognise letters and numbers. Children are greatly encouraged to try new things and as a result, they are confident, enthusiastic learners.

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

Children have formed strong emotional attachments with the childminder and her co-childminder and assistants. They are extremely confident in asking all adults for their support and they all interact with the children positively and respectfully. Children are very settled and the childminder ensures she meticulously follows their personal routines and meets their individual needs. Children are extremely secure, as they form close bonds with the childminder and develop excellent friendships with their peers. There is a highly successful settling in process for children. The childminder shares daily information about children's well-being with their parents and encourages a two way flow of information. Consequently, she is able to meet children's ever changing needs. Children are kind to each other and demonstrate care and consideration to one another, for example, helping younger children to get water from the water dispenser. Children thoroughly enjoy healthy snacks and meals. They engage in exciting activities where they are taught about healthy eating and about which foods are good for them. Children learn to be independent, as they serve themselves and set the table. All children are encouraged to pour their own drinks and manage their cutlery well. They have all made their own placemats, which they select and put on the table before lunch.

Children enjoy fresh air and exercise each day in the garden and at the park. They learn to manage risks safely on the climbing equipment, during visits to the pond. Using discussion, the childminder teaches the children that not all growing things are safe to pick. The childminder praises children for having good manners and she skilfully promotes their involvement in caring for their environment.

Children's behaviour is excellent. They follow the familiar routine calmly, showing they feel secure. They are polite, helpful and considerate, happily sharing resources with one another. The childminder supports children who are getting ready to make the transition to school sensitively and with the full involvement of parents. Children are extremely well prepared for their transitions to school, as nursery staff of settings children also attend are invited to contribute. This means children feel extremely secure, as they get familiar with change and new ideas before they start school.

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

The childminder has a thorough knowledge and understanding of the learning and development and welfare requirements. She is secure in her understanding of the

responsibility she holds regarding safeguarding and child protection. Extremely rigorous policies and procedures are in place and the childminder updates her training regularly. She has attended level three in safeguarding, paediatric first aid and training on the revisions to the Early Years Foundation Stage, so her knowledge remains up to date. The childminder maintains excellent records, which she shares with parents. This helps to safeguard children effectively. The premises are very clean and secure and the childminder carries out thorough daily risk assessments to ensure that children are safe. Highly robust procedures ensure that all household members are suitable and visitors have to verify their identity. Highly effective systems are in place for the monitoring and evaluation of planning and the quality of the education programme.

The environment is welcoming and stimulating and children enjoy exciting activities and experiences. It is a child centred environment, which is richly resourced. The childminder works closely with her co-minder and they both reflect on their provision, constantly striving for ongoing improvement. They set themselves targets and continue to attend ongoing training. Consequently, their standards remain high and they offer a first rate inclusive service to children and their families. The childminder seeks the views of children and parents to include in their comprehensive and well documented self-evaluation. Parents report they are extremely happy with the care their children receive and they comment they are happy with the support and the systems for communication. All children are fully included and the childminder responds positively to their individual needs, respecting and reflecting their cultural and religion.

The childminder establishes firm links with other professionals and outside agencies in order to support children with special educational needs and/or disabilities. The childminder demands the highest standards and she demonstrates a strong drive to provide an excellent service and to continually improve the outcomes for children.

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	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	EY415960
Local authority	Croydon
Inspection number	742891
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	12
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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