

Inspection date

Previous inspection date

12/12/2013

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 shows a good knowledge of children's learning needs and stages of development; she provides a wide range of toys and experiences that support their learning, to enable them to make good progress.
- There is a strong partnership with parents. They have full information about the childminding service and the childminder involves them in the work that she does. This consistent approach ensures children's well-being and progression.
- The childminder provides a very warm, safe, welcoming environment in which children feel secure, happy and confident.

It is not yet outstanding because

- There is further scope to develop children's language skills by introducing more expressive sounds and new words, for children to explore their meaning and appropriate context.

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 the children's play areas.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector look at a variety of documentation, including training certificates, Disclosure and Barring Service forms, policies and children's learning records.
- The inspector took into account parents' views from completed questionnaires and comments made in the children's daily diaries.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and two children in Morden in Surrey. The whole of the ground floor of the childminder's house is used for childminding, with toilet facilities situated on the first floor. There is a garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The family has three cats. The childminder regularly takes children to local children's groups, the library and nearby parks.

What the setting needs to do to improve further

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

- enhance children's vocabulary by introducing more expressive sounds to stimulate early speaking; extend this for older children, for example by introducing new and exciting words for them to learn pronunciation and meanings.

Inspection judgements

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

Children enjoy coming to the childminder's home because she provides activities that are of interest to them. Parents provide plenty of detail in the information about their children before they start, such as children's preferences, characteristics and capabilities. The childminder uses this information well, together with her initial observations, to complete an assessment of children's starting points. The childminder then provides exciting resources and activities that help children to settle and develop their learning. She continues to observe children while they play and updates this information, noting their achievements and where they need extra support. All these details come to life in the children's individual daily diaries, which the childminder and parents share. This enables parents to see activities their children enjoy and any major developmental stages they are reaching.

The childminder interacts well with the children, helping them to satisfy their curiosity about Christmas. For example, she provides a basket full of tinsel and baubles. Children show excitement as they pull items out of the basket and decide where to put them on the tree, which develop their coordination and physical skills. They also begin to learn to express their feelings through gestures as they tackle the interesting task. The childminder also takes the opportunity to talk about the different colours and textures of the available resources, which further extends their learning.

The childminder helps children's communication and early speech by listening to babies as

they happily babble during their play. She responds by repeating some words and sounds, as if in conversation. The childminder takes children to groups where they join in with action songs and rhymes, which also supports their early speech. She frequently reads to children from her good range of interesting books, which encourages their early literacy skills. However, at times the childminder does not make full use of the range of expressive sounds to stimulate babies' sensitivity to different levels of pitch. Although she encourages their enjoyment of reading, the childminder does not systematically recap on key words to check children's understanding and ability to use new words in their correct context. Nevertheless, children make good progress overall in their language skills.

Children learn about their world because the childminder takes them on outings to the local parks and childcare groups. She works closely with other providers within the local area and regularly meets with other childminders and their children. Together they enjoy play sessions at the local childcare groups. This also enables children to become confident socialisers, which helps them when they move to other settings or school.

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

Children settle quickly because the childminder gathers important information from parents about their children's routines and care. This enables her to understand the children's unique qualities. As a result, children develop strong attachments to the childminder and her family. Children look forward to coming to stay with the childminder. They show confidence as they play in a home that has plenty of toys and resources, which the childminder adapts to their ages and needs. The childminder has a good understanding of children's development stages and manages their behaviour well. Children respond well to her gentle care and praise. They learn to share their toys and play cooperatively with other children. The childminder helps children begin to widen their knowledge of their community, which enhances their curiosity about the world in which they live and broadens their horizons before they start nursery or school.

The childminder is rigorous about safety in her home, to ensure children are well protected. She installs safety gates to prevent children's access to the kitchen. She also has good fire evacuation procedures, which she practises with older children to raise their safety awareness.

Children have plenty of worthwhile opportunities for physical exercise, to support their good health. Older children play outside on the trampoline and younger children visit local activities where they enjoy practising their skills with walkers and ride-on toys. Children eat healthy, balanced meals that the childminder or parents prepare. The childminder monitors children's intake of both food and liquids to ensure they have sufficient nutrients to keep their bodies and minds active.

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

The childminder has a good knowledge of safeguarding procedures, in order to help protect children and their well-being. Her recent training and her written policy secures this knowledge. She also ensures that her guidelines are current, for example with regard to details of the relevant agencies to contact if she has a concern. The childminder's other documentation, such as records for accidents and medication, is in place. The childminder also carries out risk assessments for all areas where children play, inside and outside the home, which further ensures their safety.

The childminder effectively monitors the quality of her assessment and planning for the children. She tracks children's progress well, which enables her to provide interesting activities that provide challenges. Her procedures also help her to provide additional timely support to children who are identified with a particular need. This means that children are making good progress in relation to their individual needs and abilities. The childminder regularly evaluates her childminding practice, using feedback from parents as well as taking guidance from the local authority. As a result, she is constantly building upon and improving the service she provides for parents and children.

The childminder's detailed daily diary helps to build the strong partnership with parents. This enables them to share information about the children's routines, as well as the highlights of the children's day. All parents comment on their high degree of satisfaction. They remark on the childminder's enthusiasm, resourcefulness and commitment. Parents are happy knowing that their children are safe and they look forward to going to see the childminder. Through discussion, the childminder is fully aware of how to work in partnership with other professionals, where more specialised support is required for a child. In addition, the childminder's positive sharing of information with other early years partners is effective in promoting consistency for the children in their ongoing learning.

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	EY451880
Local authority	Merton
Inspection number	923318
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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