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| Inspection date | 29/11/2013 |
| Previous inspection date | 05/04/2011 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|---|
| | Previous inspection: | 1 |
| 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 make rapid progress because the quality of teaching is high. The childminder fully understands how to promote children's learning. She has high expectations for their achievements and supports them extremely well.
- The childminder has an excellent knowledge and understanding of her responsibility to safeguard children. There are robust up to date procedures in place which she shares with parents.
- The childminder uses successful, consistent strategies to engage parents in their children's learning, developing strong links and highly effective partnerships.
- Children thrive with meticulous attention given to their personal, emotional, and social development and exemplary settling in arrangements.
- 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 discussed the childminders procedures for safeguarding children.
The inspector looked at children's learning journey records, planning documentation,
- the childminder's self-evaluation and improvement plan, and a sample of policies and children's records.
- The inspector also took account of comments from parents and carers and looked at the childminder's parents survey information.
- The inspector observed the interaction between the childminder and minded children.
- The inspector observed and spoke to the childminder's assistants.

Inspector

Elizabeth Mackey

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband 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 coats 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 works in partnership with her daughter who is also a registered childminder. They employ three assistants, who work on a part time basis. The childminder is part of the 'Children Come First' accreditation scheme. She has a foundation degree in Early Years Studies. 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 offers overnight care and funded places for two and three year old children. The childminder supports children who have special education needs and/or disabilities 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 providing writing materials for children to access in role play areas.

Inspection judgements

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

Children make exceptional progress. This is because the childminder demonstrates an excellent understanding of how children learn and provides an outstanding range of activities across all areas of learning. Her clearly tuned interaction with the children results in children who are enthused and greatly motivated by what is on offer. Experiences are stimulating and offer the children appropriate challenge, which enables them to make consistently above average progress. There is a comprehensive exchange of information with parents at this time, consequently the childminder knows the children extremely well and is able to provide a personalised learning plan from their starting points. The childminder makes pertinent observations of children's progress, and in this way, demonstrates that children are settling and progressing exceptionally well. It highlights and addresses rapidly, any gaps in children's learning. Children clearly benefit from this; they are happy, confident and show high levels of engagement in activities. The systems for assessment are superior, because they track children's progress; taking into account children's learning at home and at other settings they attend. The childminder successfully

plans for children's individual needs, taking into account their age and stage of development and by following their specific interests. For example, when the children show an interest in insects, the childminder provides rich first hand experiences to encourage their natural curiosity and their critical thinking. They waded in the pond in their wellington boots, collecting things in nets. The childminder extends this by enabling the children to make their own pond, filling it with water and by encouraging them to observe the life cycle of frogs.

The childminding setting is a hive of activity and all children are happy, confident and enjoy the exciting activities. They benefit from a secure, well planned routine and their independence is greatly encouraged. For example, they move from one room to another confidently, they select and display their laminated name when they arrive, and they independently use the water dispenser. The childminder skilfully models language to extend children's use of new words. She enhances their communication and language by responding positively to their sounds and words. She offers an extensive range of activities to support children's communication. This includes, encouraging the children's love of books by letting them take home books to share. She makes story sacks with the children and adds additional props, for example puppets and small world figures, which helps the children to extend the stories in their own way. The childminder makes sure that the systems for communication support all the children. She provides visual prompts, dual language books, and she models basic sign language, phonics, and key words in children's home language. Children access a wide variety of writing materials which they self select from the craft area. However, there are fewer writing materials in other areas, such as the role play area, to provide opportunities that are more spontaneous for the children to draw and write. The childminder provides the children with opportunities to use technology such as computers, cameras and electronic games and toys. She successfully helps children to develop the skills they need, as they move on to the next stage in their learning. She provides exciting computer programmes and the children respond with great enthusiasm, demonstrating particularly good early reading and technical skills.

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

The childminder works closely with her co-childminder and together with their assistants they create a warm, inclusive and harmonious environment. The children demonstrate secure attachments to the adults working in the setting and the interaction between them is energetic and positive. The childminding assistant, when present, has a clearly defined role. For example, he prepares meals, collects children from school, and maintains daily diaries for all the children. Together they are a strong, enthusiastic and committed team. There are exceptionally good arrangements in place to help children settle and to develop their confidence in a new environment. For example, settling in sessions take place during the weekend to allow children to become familiar with the environment and the carers at a quiet time. This also provides the opportunity for the childminder's to spend time with the children on a one to one basis.

The ongoing communication between the childminder and parents is excellent. This provides consistency for the children and greatly supports their personal, social and

emotional development. Children sleep and eat according to their individual needs, and their culture and family life is reflected in the setting. The childminder has a gentle reassuring, calm presence. Children confidently make their needs known. They communicate eagerly and enjoy a good rapport and sense of humour with all the adults involved in their care. Children behave exceptionally well and relationships are excellent. Older children show particularly good consideration to the younger children. For example, they help them to use the water dispenser and they are very mindful of children who are non mobile when lying on the floor. Children show concern for one another as they make each other cards to celebrate their birthday, for example or special days. Effective reward systems are in place to encourage their efforts. Children are confident enough to check if they have earned a reward sticker, which they then proudly display.

The childminder promotes children's good health extremely well. She provides nutritious meals and snacks which she plans with parents to ensure she is fully meeting children's specific dietary needs. Children learn how to keep themselves safe through a wide range of activities relating to safety, which the childminder discusses with parents to promote consistency for the children. For example, children are fully involved in growing a wide range of fruits and vegetables in the garden. The childminder ensures this activity is fully risk assessed and the children learn not to pick things unless they have checked it is safe to do so. They learn about the importance of healthy eating habits from a young age and as a result of their involvement in growing and cooking, children have increased the range of foods they eat. The adults provide a personalised environment which is organised skillfully to promote children's independence and give them ownership of the activities they are involved in. The childminder effectively supports children's understanding of healthy lifestyles by encouraging consistent hygiene routines. Consequently, children automatically know to wash their hands before eating and clean their teeth after meals. The childminder ensures the children have daily opportunities to exercise and enjoy fresh air as they play in the garden and enjoy local outings.

There is an abundance of resources to promote all areas of learning available in the outdoor environment. Children access an extensive range of activities to hone their physical skills. For example, they ride bikes, play team sport games, and access resources for climbing and balancing. The childminder has first-rate systems in place for observation and assessment to review children's progress, in partnership with parents. She is proactive in maintaining the partnerships with parents and other settings. For example, she initiates a communication system for parents and other key persons to contribute to, so there is a full ongoing record of children's activity and progress. Children's development reports, including the progress check for two-year-old children, highlight that children are making consistently good or above average progress in their development. Children are working within and in some cases above the typical range of development for their age, for example. Tracking systems show any early identification of children needing additional support and the action the childminder takes without delay. This provides a strong foundation for children's future learning and ongoing progress.

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

The childminder demonstrates an excellent knowledge and understanding of the learning and development and welfare requirements. She has a comprehensive knowledge of child protection and has undertaken level three safeguarding training. As a result, her knowledge and practice is up to date and children's safety is prioritised in the setting. The childminder shows inspirational leadership, which is evident in the successful teamwork within the childminding setting. She is confident in her procedures of what to do if she has concerns about a child in her care. She reviews policies and procedures on a regular basis, so her knowledge and procedures are up to date. Both childminders and an assistant hold an up to date paediatric first aid certificate and are able to respond to minor injuries should any accidents occur.

The adult to child ratio is high and the childminder and her co childminder supervise the children closely. They make robust risk assessment of all areas of the premises and garden and risk assess all outings to ensure children's safety. The childminder's house is a stimulating, inclusive environment and it is richly resourced. All children are fully included and the childminder responds positively to their individual needs, respecting, and reflecting their cultural and religion. The childminder communicates to parents her commitment to working in partnership with them. She outlines the information and ongoing input she needs from them to effectively promote children's learning. The childminder's highly successful strategies fully engage the parents and other settings the children attend. This truly shared approach means information about children's wellbeing and their progress is up to date. The childminder promotes an excellent working relationship with parents, and she regularly exchanges information with them through daily written and verbal communication. She provides information about the Early Years Foundation Stage Framework, to help them understand more about children's learning and development. She also supports children's wellbeing and their development by sharing ideas and successful strategies with parents, and by offering a flexible service to meet their needs. The childminder seeks the views of parents and children through a variety of ways, including questionnaires and within children's development records. Parents report they are extremely happy with the care their children receive and they comment they are happy with how their children are developing.

The childminder demands the highest standards and she demonstrates a strong drive for maintaining her outstanding practice. She continues to develop her service through training, quality accreditation, and a robust system for self evaluation. Together with her co-minder, she is continuing to improve their already first rate practice. Consequently, children are achieving exceedingly well and they are exceptionally well prepared for the next stage in their learning.

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

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|------------------------------------|-------------|
| Unique reference number | EY415931 |
| Local authority | Croydon |
| Inspection number | 920407 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 05/04/2011 |
| 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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