

Inspection date

20/01/2014

Previous inspection date

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

- Children enjoy a wide variety of activities, which support their development across all areas of learning.
- Children enjoy a good relationship with the childminder, who provides an inclusive, secure environment where children have familiar routines and feel safe.
- The childminder effectively promotes partnership with parents and with other key persons working with the children, ensuring consistency.
- The systems for observation and assessment are very good, enabling a personalised plan for the children's development.
- The childminder completes a thorough self-assessment and identifies aims for ongoing professional development and improvements to her setting.

It is not yet outstanding because

- There are fewer opportunities for children to write and draw in the role-play areas, so they experience using writing materials for different purposes.

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 toured the premises.
- The inspector observed the interaction between the childminder and the children.
- The inspector discussed the risk assessments in place.
- The inspector sampled policy documents and the children's developmental records.
- The inspector took account of the views of parents.

Inspector

Elizabeth Mackey

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three young children in New Addington, London Borough of Croydon. There are local shops, transport links and parks within walking distance. All areas of the home are available for childminding use. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years register and the voluntary and compulsory parts of the Childcare Register. The childminder holds a Level 3 qualification in play work. There are currently two children attending, of whom one is in the early years age group.

What the setting needs to do to improve further

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

- develop the educational programme for literacy by providing writing materials for children to access in the role play areas.

Inspection judgements

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

The childminder provides quality play experiences that promote and extend children's development. She successfully supports the children's personal, social, and emotional development. She uses initial information from parents to gain children's starting points, and continues to work in close partnership with them to plan for children's next steps. The childminder uses a very effective system for observation and assessment. This results in a clear picture of the good progress children are making. For example, written observations, photographs, and planned activities tell the story of how children have learnt to use scissors and are learning to write their name. Planning outlines the areas the childminder and the parents are focusing on. It also incorporates information from the school the children attend, resulting in very effective partnership working. The childminder has good systems in place to share children's progress records, for example, she makes time for parents to view and contribute to children's learning journeys and to set targets. She maintains an informative daily diary of the children's day, which parents also complete.

The childminder promotes the characteristics of effecting learning, which allows the children to be active whilst playing and exploring. They enjoy a good balance of self-initiated play and adult led activities. They access a wide range of craft materials, where they can explore and develop their senses in creative activities as they play in the home and in the garden. The childminder makes good use of natural materials and children become engrossed in making musical instruments from paper mcher. They children excitedly discuss what they can put in them to make different sounds. The childminder enables the children to make their own creations and to find out through trial and error

how to do things. For example, when children insist on adding lots of water to the glue, the childminder allows this whilst encouraging them to think about how it might affect their instrument. Children eventually find out the paper is not sticking very well and decide to try again, this time without adding water. The children have lovely relationships with one another and they compliment each other's work. It is a supportive and enabling environment.

The childminder's home is well organised and provides children with ample space and equipment to develop their physical skills. For example, they engage in a wide range of physical activities, in the garden and when on outings. They particularly enjoy using the trampoline and visiting local parks. Indoors they move their bodies to the music they make as they play familiar songs. They really enjoy dancing to a song, where they sing the alphabet phonetically. Children eagerly tell the childminder when it is getting close to the initial of their name, showing a good understanding of the sequence of the letters.

Children are developing good communication skills and have their vocabulary very well supported and promoted. The childminder supports their language well through continual communication, as she provides a narrative as children play. She uses open questioning, which helps children of all ages develop their speaking and listening skills. The childminder has a positive approach and she manages the needs of the children well. She supports children's early literacy skills well, as she labels resources with pictures and words and provides lots of visual print. She also names and displays children's artwork and photographs, of which the children are very proud. Although children have sufficient opportunities for writing and drawing, resources to promote this are not always freely available for writing in the role-play area, so children learn about writing for different purposes.

Children gain an understanding of the world through their environment, which offers a good range of resources to promote their awareness of people and communities. For example, they learn about different religious and cultural festivals, they have opportunities to dress up in national dress and cook traditional foods. The childminder has a good knowledge of the learning and development requirements and the observation and assessment cycle. She has a secure understanding of the educational publications and uses these to show how children are emerging in their development. The childminder is aware of the requirement to complete the progress check for children aged two years, when appropriate, which she intends to share with parents to promote continuity in children's care and education. The childminder prepares children well for the next stage in their learning.

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

The childminder manages each child's individual care needs well. She obtains information from parents about children's backgrounds, their likes, dislikes and dietary needs. She plans settling in procedures to help children get used to their new setting. The childminder continues to communicate closely with parents about children's needs; this helps to promote consistency of care. She uses e-mails to send parents menus and newsletters.

The childminder shows a commitment to working with other providers of the Early Years Foundation Stage who are involved with the children. She has good links with the school the children attend and incorporates relevant information into her planning. For example, their identified next steps, so together with the parents, they are all working to the same aims for the children.

The childminder has an enthusiastic approach to her work and she interacts with the children in a kind and caring manner. The children demonstrate a close bond with her. They are confident to make their needs known and they move around the play areas confidently. They show affection to the childminder and approach her to ask questions. They behave very well, and the childminder talks to them about working together and she manages any minor disagreements in a calm manner. The childminder promotes children's good manners and she acknowledges them with praise when the older children are helpful to the younger children. For example, children get resources for one another and help each with the craft activity. The childminder uses effective reward systems to encourage children to try new foods and to help with tidying up. The children listen to the childminder when she explains clearly about keeping themselves safe. They choose freely from well-stocked and maintained resources that include natural materials.

The childminder provides good, healthy home cooked meals and snacks. She discusses and agrees all food provision with parents to ensure she fully meets children's dietary needs. Children select fruits and vegetables from a varied selection. This promotes their independence and encourages them to try new foods. The childminder ensures children have access to regular drinks so they do not become thirsty. She sits with the children at mealtimes, making it a social occasion. Children enjoy going for regular walks and outings to local parks. The childminder maintains close supervision, whilst enabling them to explore the different environments.

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

The childminder holds a level 3 qualification in play work, and she is experienced in caring for children. She demonstrates a very good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains good regulatory records and has all the required documentation in place. The childminder implements a transparent safeguarding policy, which outlines the procedures she will take in the event of a safeguarding concern. She shares all policies with parents and reviews them regularly to ensure they meet up-to-date guidance. She provides information for parents about every aspect of her service, including information about the Early Years Foundation Stage framework. The childminder prioritises children's safety. She carries out detailed risk assessments so that hazards are minimised in the environments she uses with the children. The childminder practises the evacuation drill frequently with all the children, and there are very clear procedures in place for children when they are outside the setting to keep them safe.

The childminder provides an inclusive, stimulating environment, which she organises very

well. The entrance to the childminder's home displays a wealth of information and photographs, which show the children enjoying and achieving. Children play mainly in the lounge and in the dining area of the kitchen. They access the kitchen for hand washing and for baking activities. The environment is well equipped with quality toys and resources, which suit the age range of the children attending. The childminder has good systems in place for effective partnerships and this is working well to promote children's welfare. She makes long and short term plans for individual children to offer personalised learning. She uses an accurate system for tracking, to monitor children's progress and to identify any gaps in children's learning. Parents comment their children have settled in well and they are very happy with everything.

The childminder is a reflective practitioner and she uses the self-evaluation process to continually develop her practice. Since registration, she has attended safeguarding training and enrolled on further training. She has clear aims identified for the future development of her service to ensure ongoing improvement, and to improve the outcomes for children.

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	EY461414
Local authority	Croydon
Inspection number	928108
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

