

**Inspection date**

21/01/2014

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**

- The childminder skilfully engages and involves children in stimulating activities to promote their learning.
- The childminder develops effective partnerships with parents and other providers in order to identify all children's needs and help them make good progress in their learning and development.
- Comprehensive records, policies and procedures are in place to ensure that children are protected and well supported.
- Children show good levels of independence. They are happy and settled and have developed a good relationship with the childminder and her family.

**It is not yet outstanding because**

- The childminder does not always explore all opportunities to encourage children's understanding of how numbers are used.

## 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 with the childminder at appropriate times throughout the inspection.
- The inspector observed the childminder's interaction with her minded child.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.
- The inspector looked around the parts of the premises used by the children.

## Inspector

Pamela Paisley

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her husband and two young children in Mitcham, in the London Borough of Merton. She is located close to parks, schools and local transport links. All areas of the childminder's home except the master bedroom are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll; of these, three are in the early years age group. The childminder collects children from local schools and attends stay and play groups with younger children.

### What the setting needs to do to improve further

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

- help children to understand the purpose of numbers, for example, by displaying posters and signs showing numbers in meaningful contexts.

### Inspection judgements

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

Children take part in a wide variety of activities and enjoy a broad range of indoor and outdoor play. The childminder has a good understanding of how young children learn. She uses her knowledge well to plan and provide stimulating and spontaneous events across the seven areas of learning. Consequently children are making good progress in their learning and development and have a positive attitude to learning. The childminder uses observations and assessments effectively to monitor children's progress and plan for their next steps of learning. She gathers useful information from parents when children first start attending. This gives her a clear picture of their starting points. The childminder shares children's learning journeys with parents so that they can see details of their children's achievements. This encourages them to share information about their children's learning and development at home. Parents are able to view their children's observations and are provided with a summary of their children's learning and development through the progress check for two-year-old children.

Children are making good progress in their communication and language. For example the childminder uses props alongside stories and songs to support children's language development and help them learn new words. She encourages children to name farmyard animals and imitate the sounds they make as they sing familiar nursery rhymes. Older children are beginning to learn phonic sounds, write recognisable letters and can recognise their name in print. The childminder uses flash cards with words and pictures for children learning English as an additional language. These help children to understand the

activities she provides. Children are developing good mathematical skills. The childminder uses number songs to help develop children's understanding of numbers. As a result children are beginning to count in sequence. They use shape sorters and complete familiar puzzles independently and learn about different sizes and shapes of containers in water and sand play. However there are few pictures, posters or labels displayed for children to see numbers in use around the setting. The childminder provides a good balance of group activities to encourage children to play together. Children go on regular outings to toddler groups. This helps them develop positive relationships with children of a similar age.

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

Children enjoy quality time with the childminder. She knows them well and divides her time with children equally to make sure they all get her support. Consequently children are happy and have secure emotional attachments with the childminder. Parents are encouraged to share their children's daily routines with the childminder. This helps to ensure children settle well in her care and their individual needs are met effectively. The childminder provides a stimulating and well resourced environment. Play materials are arranged thoughtfully, so children's independence as learners is very well encouraged. They express their own ideas about what activities they want to do and select play materials confidently. The childminder provides good support to prepare children for any move to other early years settings or schools. She provides opportunities for children to practise writing and reading skills and she encourages them to dress themselves and put on their own shoes.

Children are becoming independent in their personal care. They are also beginning to understand that they need to wash their hands before meal times to prevent germs. Children develop a good understanding of how to keep themselves safe. They know that they need to hold hands and walk closely to the childminder when on outings. Children practice regular fire drills with the childminder to reinforce their awareness of evacuation procedures in an emergency. Children go on regular walks and trips to parks where they can use slides, swings and climbing frames. They have good access to the childminder's garden for outdoor play. Children use bikes, pedal cars, skipping ropes, hoops, scooters and a trampoline. This supports their understanding about the importance of physical exercise. The childminder encourages healthy eating through providing well balanced meals and snacks. As a result children make healthy choices. For example they enjoy eating fruit, breadsticks, yogurts, cheese and crackers for their morning snack.

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

The childminder fulfils her responsibilities in meeting the safeguarding and welfare requirements. A full range of policies and procedures are in place which are shared and discussed with parents. They are effective and inclusive for all children. The childminder has completed relevant training to make sure she has up-to-date child protection knowledge. She has clear child protection procedures in place to follow if she has

concerns. Detailed risk assessments are in place. The childminder carries out daily safety checks to help to make sure her home is safe for children.

The childminder understands her responsibility to meet the learning and development requirements. She provides a broad range of experiences to help children make good progress towards the early learning goals. The childminder takes positive steps to monitor and evaluate her practice and identifies areas for her own development. Since registration the childminder has attended several courses to support her in her role as a childminder. She is currently attending a course to enhance her childcare knowledge.

Effective partnerships are in place with parents. The childminder provides a flexible service for parents to take into account their varying work patterns. Parents are fully informed about experiences provided for their children. This includes daily routines and the range and type of activities children take part in. The childminder gathers parent's views about the service she provides through questionnaires. This ensures that the childminder effectively supports children's learning when they attend her setting. The childminder works well with other early years settings where children attend. She communicates with teachers on a regular basis in order to identify and meet children's needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY425102
<b>Local authority</b>	Merton
<b>Inspection number</b>	768491
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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