

Inspection date	28/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 is welcoming, kind, caring and supportive. As a result, children form strong emotional attachments with her.
- The childminder uses good observation and assessment systems that enable her to accurately identify children's progress in their learning and development.
- Children have fun as they learn because the childminder organises activities and resources around their interests.
- The childminder forms effective partnership with parents which contribute to children's learning and welfare needs well.

It is not yet outstanding because

- The childminder does not always make full use of all opportunities to extend children's independence.
- The childminder misses opportunities to use her outdoor garden as a stimulating learning environment where children can further develop their understanding of the natural world.

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 activities indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector looked at children's achievement records, the childminder's planning and other documentation.
- The inspector looked at the views of parents from information provided, including communication books and parents' questionnaires.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Mitcham, which is within the London borough of Merton. The whole ground floor, one bedroom and bathroom facilities on the first floor of the home are used for childminding purposes. There is a 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. The childminder offers full or part-time care, before, during and after school in term time only. There are currently two children on roll 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 garden area further so it becomes a stimulating learning space that provides opportunities for children to investigate the natural world around them
- strengthen opportunities which enable children to become more independent.

Inspection judgements

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

The childminder makes good use of her observation and assessment systems to help her accurately identify children progress in their learning and development. She competently identifies learning priorities for each child and uses children's interests to plan challenging activities that meet their needs. As a result, children make good progress in their learning and development in relation to their starting points. Children have fun as they learn because the childminder organises activities and resources stemming from their interests and which cover all areas of learning well. For example, when children show an interest in playing with round magnets the childminder develops their learning further by adding rectangular shape paper. This encourages children to extend their play as they make transport with round wheels. The childminder actively promotes children's language skills as she talks to them about their play. She introduces new words and praises children when they repeat them. She gives good support to children who have English as an additional language. As a result, children make good progress in both their home language and in English. They talk excitedly and confidently about what they want to play. The childminder allows children to lead in their learning. She extends their thinking by ensuring they have the time and resources to explore and develop their imagination. For example, when children show an interest in the train set, the childminder ensures the space is clear for them to try to work out building the track. The childminder promotes children's mathematical skills well by counting the number of balls as they play and talking about the

colours. Children develop a good understanding of the world. They use the magnets to stick to the fridge and enjoy pulling them off again and using them as wheels for transport. Children develop a love of books through their frequent visits to the library for story time and then choosing books to share at home. The childminder has a strong focus on addressing any areas of developmental concern in children's learning. As a result, children make good progress towards the early learning goals. They become confident and eager learners who are well prepared for moving on to the next stage in their learning and other settings.

The childminder works closely with parents to establish children's starting points. For example, before children start at the setting, she gains helpful information from parents about their abilities, interests and needs. The childminder makes good use of this information to settle children in and help them gain confidence. She makes sure she has resources that reflect children's interests. This results in children feeling welcome and at home. The childminder regularly talks to parents about how well their children are settling in and their progress. She consistently shares her ongoing assessment records with them and encourages them to continue learning at home. The daily diaries provide additional information for parents about children's daily achievements and guidance on how they can support their children in their learning.

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

The childminder is welcoming, kind, caring and supportive. As a result, children form strong emotional attachments with her. They show they feel very secure and safe as they move confidently around the home. Children become independent as they make choices and decisions about their play. They help themselves from a wide range of good quality resources that are within easy reach. However, this is not consistent, as the childminder does not make full use of all the opportunities available to extend their independence. For example, she does not encourage children to try to put on or take off their own coats. The childminder makes sure she has challenging and stimulating resources that meet children's individual needs. She skilfully uses the resources to extend children's play and learning. The childminder also has various educational posters on display to interest children. She supports children's home backgrounds and cultures well. This helps children feel valued and effectively promotes their awareness of diversity.

Children learn about responsibilities and keeping safe because the childminder encourages them to carry out tasks. For example, when children want to play with the train track, the childminder explains the need to tidy up first. This also raises children's awareness of danger because the childminder explains that keeping areas tidy provides more space and prevent tripping. Children show a strong sense of belonging as they move safely around the child friendly home. They develop a good awareness of how to stay safe as they practise fire evacuation indoors. Children learn to manage risks well as the childminder encourages them to use more physically challenging outdoor play equipment in the park. When they go on outings, the childminder makes good use of these opportunities to teach children how to cross roads safely. Children smile and giggle in response to the childminder as they play with textured materials together. The childminder has good

strategies for managing children's behaviour and for promoting their self-esteem. She helps children develop a good understanding of why certain behaviour is inappropriate. Children become confident learners who are well prepared in the skills they need for future learning.

Children develop good healthy lifestyles. The childminder ensures children who have packed lunches have a healthy diet. She provides parents with useful information on healthy packed lunches. Children have easy access to drinking water so they can see to their own needs. They develop good self-care skills as they learn to wash their hands. She promotes children's health and hygiene through everyday routines and practices. Children enjoy outdoor play, walks to schools and outings to the park. These experiences help to develop children's sensory experiences and an awareness of nature. The park provides good space for children to run around in the fresh air and helps develop their coordination and muscle control. However, while the childminder makes effective use of community outdoor areas, she does consistently use her garden area to help extend children's learning further.

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

The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good awareness of how to identify child protection concerns. The childminder has stringent procedures for reporting any concerns to the relevant agency. She maintains a safe and secure environment for children. The childminder takes the necessary precautions that help keep children safe. For example, she carries out regular fire drills to help the children understand what to do in the event of a fire emergency. The childminder maintains thorough documentation and procedures which she shares with parents to promote consistency of care.

The childminder has successful working partnerships with parents. She actively involves parents by informing them regularly about their children's achievements. For example, the childminder regularly assesses children's progress and shares her summary reports with parents. The childminder values any observations that parents make about their children and uses them to inform her planning.

The childminder effectively monitors and reviews her educational programme to make sure she is appropriately meeting children's individual needs. For example, she has effective links with external specialists to support children's emerging needs if necessary. As a result, the childminder is able to successfully identify and narrow any gaps in children's learning. The childminder shows a realistic awareness of her strengths and weaknesses. She successfully identifies areas for development and has a strong focus on improving the provision for children. The childminder actively seeks to improve her knowledge and skills in order to continue to improve outcomes for children. For example, she takes on board support from the local authority and any suggestions made by parents through questionnaires. The childminder is keen to attend further training. She is also

proactive in seeking advice and ideas from other childminders, a local children's centre and from childcare professionals. The childminder shows a strong capacity to make continuous improvements to her childcare provision. The childminder has effective links with other providers, including local schools, which help enable children's smooth transfers between their educational phases.

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	EY462542
Local authority	Merton
Inspection number	927920
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

