

<b>Inspection date</b>	06/02/2014
Previous inspection date	29/04/2013

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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children enjoy their time with the childminder and they make good progress in their learning and development. The childminder knows the children very well and plans effectively to develop their next steps in the learning.
- Children develop close bonds with the childminder. They behave well show respect to the childminder and their friends, being polite and cooperative.
- Children eat healthy meals and have plenty of fruit snacks and drinks that support their good health.

#### **It is not yet good because**

- The childminder does not regularly review her risk assessments, such as checking her smoke alarms, to ensure children's safety.
- The childminder has not considered how to extend learning opportunities for children outside.
- Information for parents about children's outings is not sufficiently clear about when they go on and how children travel to their destinations.

## 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 looked at the childminder's documentation, including policies and procedures.
- The inspector asked questions about the childminder's knowledge and understanding of the learning and welfare requirements.
- The inspector observed the variety of resources available for children and the areas where children play.
- The inspector observed children and the childminder throughout the inspection.

## Inspector

Gillian Cubitt

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her sister, who is her assistant in Raynes Park, Merton. The premises are located close to local shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding six children in the early years age range. The childminder also cares for older children. Children with English as an additional language and with special educational needs and/or disabilities attend.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, such as the smoke detectors to ensure they are in place and in full working order to warn in the event of a fire
- ensure parents are kept informed of the programme of daily activities with regard to the organisation and the method of travel for outings.

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

- extend opportunities for children to choose to play and learn outside by making better use of the rear garden.

## Inspection judgements

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

The childminder provides a wide range of toys and resources that children can choose and this helps to promote their learning and independence. She sits with the children and constantly interacts with them, repeating words they say. This helps children to develop clear speech and communication. The childminder uses dual language, speaking Afrikaans and English to children with English as a second language. This helps children to learn both languages well and value different cultures. The childminder also makes suggestions to children during play and helps them extend their thinking, which enriches their learning. For example, children's interest in dinosaurs becomes an exciting activity. The children

and childminder enthusiastically discuss the dinosaur sizes and try to make homes for them with interlinking bricks. The childminder introduces simple mathematical concepts as she challenges the children to consider the size of the dinosaurs' home. Children carefully count the dinosaurs and examine their shape to ensure they make sufficient space for them all. Through this activity, children show good conversation skills and work together as a small group each bringing ideas and making decisions, which promotes their social skills. Children enjoy learning about the world of dinosaurs and improve their early problem solving skills by counting and making a home to fit them. The childminder brings stories to life with props and discussions as children enjoy reading favourite books. She encourages them to develop their physical skills by activities such as building train tracks as well as painting and drawing. They recognise colours and enjoy making patterns with their hands to create attractive pictures. The childminder teaches children to be independent as they choose activities and move around the room confidently. The childminder makes use of the front patio garden to enable children to ride small vehicles and bounce on the trampoline. This adequately supports their developing muscles and coordination skills.

The childminder confidently helps children to learn because she knows each child very well. She carefully observes them in their play and records what she sees. She uses this information well to plan the level of activities to the ability of each child. As a result, the childminder demonstrates good teaching skills and all children are making good progress in their learning and development.

The childminder is effective in establishing children's starting points when they join her. The childminder uses this information as a point for her initial observations during the settling in period. She also uses this as a base to build upon children's learning programme to ensure they make progress. Parents comment on their high degree of satisfaction with the education their children receive. The childminder keeps parents informed through the daily file. Parents take this home each day so they can review the children's activities and continue these at home.

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

The childminder provides children with a playroom, which is full of activities. She also organises her sitting room to enable children to rest and enjoy their sleep times during the day. Children have daily opportunities for fresh air on outings or in the front garden. However, the restricted access to the larger rear garden play area limits children's independence and freedom to learn and play outside. The childminder does not use this area she considers it is not suitable. However, she has not taken steps to clear the garden to provide an outdoor learning environment for children who learn better outside.

The children are happy, relaxed and relate well to the childminder. They confidently ask the childminder questions and happily seek her attention for cuddles and reassurance. Consequently, children mirror the childminder's actions when they play with their friends. Children show sensitivity and kindness. They share their toys with their friends and say 'please' and 'thank you' which shows their behaviour is good.

The childminder is aware of safety and undertakes risk assessments of her home, ensuring that children only play in areas that are safe. However, the childminder is not sufficiently rigorous in her risk assessment to ensure that all areas of the home are free from hazards. Although the childminder and the children practise fire evacuation of the premises, the childminder does not ensure that fire equipment, such as smoke detectors are in working order. Consequently, this oversight puts children's safety at risk.

The children are well and healthy. They follow sound hygiene procedures and eat meals that the childminder prepares. They help themselves to water throughout the day and eat plenty of fruit.

The childminder supports children when they move from her care to nursery or reception class at school. She works closely with the children and parents to help children to look forward to their new school. The childminder prepares summaries of children achievements for teachers, which also smoothes the children's settling in process.

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

This inspection was brought forward by Ofsted due to concerns with regard to the childminder's suitability, and her understanding of safeguarding children and the welfare requirements. The inspection found that the childminder has met the actions from the last inspection in that she ensures all persons working with children receive appropriate checks and are suitable to work with children. She has reviewed her safeguarding procedures and has a sound understanding of her local authority contacts in the event of concerns the childminder may have about a child in her care. The inspection found that the childminder continues to be suitable to care for children. Her understanding of the learning requirements of the Early Years Foundation Stage is now good. She is accurately using observations and assessments to support children's learning with a range of interesting activities. However, the inspection also found that the childminder's risk assessment of her home is not sufficiently rigorous to ensure children's safety. In addition, although the childminder takes children on outings, her risk assessment does not cover the method of travel and accordingly inform parents. The childminder no longer uses her car to transport children.

The childminder monitors children's achievements using appropriate early years documents, which she uses together with the good knowledge she has of each child. She attends training and aspires to improve. The childminder collects the views of parents through questionnaires and she liaises with an advisor from her local authority. This support has made a significant improvement in the childminder's overall practise.

Partnership with parents and other agencies are developing well. The childminder demonstrates her understanding of working with other agencies to support children's development and progress. Parents receive information about their children's daily care

programme, which promotes children's consistency of care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure the risk assessment is effective in minimising any identified risks to children's safety (Childcare Register)
- ensure the risk assessment is effective in minimising any identified risks to children's safety (voluntary part of the Childcare Register)

## 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>	EY420768
<b>Local authority</b>	Merton
<b>Inspection number</b>	937966
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/04/2013
<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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