

Inspection date	16/01/2014
Previous inspection date	31/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 uses good questioning skills to help children think and respond, supporting their communication and language skills effectively.
- The childminder skilfully engages and involves children in stimulating activities that promote their progress well.
- Children develop good attitudes to learning as they are enthusiastically engaged in activities and outings that support all areas of their learning and development.
- The childminder has very good settling-in procedures, so children are secure and happy and are well motivated to play and learn.

It is not yet outstanding because

- The childminder has not fully considered promoting children's awareness of mathematical concepts further, such as using the environment to display numbers in purposeful contexts for 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 observed two children in the early years age range during the inspection.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and three children aged six, thirteen and sixteen in Wimbledon Park. She is located close to parks, schools and local transport links. The whole ground floor of the childminder's home is 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 is currently has five children on roll, of these three children 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:

- enhance children's mathematical development by raising their awareness of mathematical concepts, for example, by displaying numerals in purposeful contexts around the environment to help them understand the purpose of numbers.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Statutory Framework of the Early Years Foundation Stage and how young children learn. She provides exciting and stimulating experiences that meet the needs of all children. The childminder ensures that activities are planned around children's interests. This ensures that every child is suitably challenged by the learning and play experiences provided. Children make good progress in their learning and are reaching the expected levels of development. They have a positive attitude to learning and take part in activities with enthusiasm. Children's next steps are planned for well as the childminder uses observations and assessments effectively to help her identify children's next steps of learning. The childminder involves parents with their child's learning by sharing information about the activities she will be doing with the children. The childminder ensures that parents contribute to initial assessments of children's starting points at the beginning of a placement. This ensures she can support their individual needs fully.

Children are gaining good mathematical skills. For example, the childminder provides blocks for counting, number puzzles and sings number songs to support children's mathematical development. Children use shape sorters confidently to match shapes such triangle, circles and squares. However, there are few pictures, posters or labels displayed for children to see numbers in use around the setting. Children enjoy building train tracks with the childminder. They show great enthusiasm and often take the lead in finding the

pieces and working out where they fit.

The childminder supports children's communication, language and literacy skills well. For example, when reading stories, the childminder skilfully uses questions to get children to name characters and tell her what they think will happen next. The childminder encourages children help to turn pages and lift flaps as she reads to them. This helps to promote their interest in literature and encourage early reading skills. Children regularly go to stay and play groups. They take part in creative activities and mix with other children of a similar age. Children often meet up with friends at local parks for picnics. Consequently, children gain good social skills.

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

The childminder organises her home well. She provides a wide range of good quality play materials that are in easy reach at children's height within storage units. Children's growing independence is greatly encouraged through them being able to help themselves. Children have formed a close and trusting relationship with the childminder. She divides her time well between the children to ensure they are happy and enjoy their time with her. The childminder records information from parents about their children's individual needs. She visits children in their own home at the start of a placement. This helps her to learn about children's home environment, including sleep patterns and meal times so she can match their home routines. Good behaviour is valued and the childminder encourages this through giving consistent praise and encouragement of children's achievements. Children behave well and are building good relationships with each other. They are learning to share and negotiate and take turns when playing.

The childminder provides effective support for children when they move to other early years settings. For example, she provides more adult-led activities and opportunities for children to practise reading and writing. This enables children to develop good skills for their future learning. Children develop good self-help skills as they put on their own shoes and coats. Children generally manage their own personal needs well. They are learning about the importance of good hygiene through their daily routine. Children develop a good understanding of the need for a healthy diet. They enjoy healthy snacks and home-cooked meals. The childminder is vigilant about supervising children at all times. She uses everyday opportunities to teach children how to keep themselves safe. For example, when on outings she reminds them about the importance of crossing roads safely. The childminder and her assistant hold a valid first aid certificate to make sure they can attend appropriately to children in the event of an accident. She fully understands the requirement to record accidents or injuries. She keeps detailed records of any accidents and existing injuries to children. Children take part in regular fire drills. These help children to understand what to do in an event of an emergency.

The childminder provides good opportunities for children to develop their physical skills. They regularly visit indoor play areas and parks. They practise balancing on climbing frames as well as using the slides, swings and trampolines. This helps to support children's

understanding of the importance of physical exercise.

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

The safeguarding, welfare and learning and development requirements of the Statutory Framework of the Early Years Foundation Stage are fully met by the childminder. The childminder has good safeguarding procedures in place to follow should she have concerns about a child in her care. She has recently attended relevant training to make sure she has up-to-date child protection knowledge. The childminder has comprehensive policies and procedures in place that promote the welfare, care and learning of the children. She regularly updates these, sharing and discussing them with parents. The childminder carries out rigorous risk assessments, which she regularly reviews, to maintain children's safety within her home and on outings.

The childminder communicates with parents on a daily basis, both verbally and through the use of a weekly diary. This helps to promote consistency of care. The childminder shares photographs with parents so they can see what activities their children take part in. The childminder encourages parents to share their views about the service she provides for their children. Parents' responses show that they are happy with the care and the learning that their children receive. Partnerships with other early year's settings that the children attend are well established. The childminder works closely with them to maintain continuity of learning and care.

The childminder evaluates the service she provides. She is proactive in addressing recommendations from her previous inspection and consequently, children's welfare is met fully. The childminder has plans to attend further training courses to support her in her role as a childminder. The childminder regularly monitors her practice to ensure that she supports children to continue to make good progress in their learning and development.

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	EY391248
Local authority	Merton
Inspection number	943810
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	31/03/2010
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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