

## Inspection date

Previous inspection date

18/03/2014

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 show good levels of independence. They are happy, settled, and have a good relationship with the childminder and her family.
- The childminder has very good settling-in procedures, which means children are secure and well motivated to play and learn.
- The childminder develops effective partnerships with parents in order to identify all children's needs and help them make progress in their learning and development.
- The childminder observes and assesses children's progress well and plans the next steps in learning effectively. This clearly enables children to move forward in their learning.

### It is not yet outstanding because

- The childminder does not make full use of words and labels around the home to enhance children's early reading skills.
- The childminder does not involve children in fire drills to extend their understanding of how to keep themselves safe in an emergency.

## 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 range of resources and experiences available to children.
- Safeguarding was discussed with the childminder, and her policy sampled.
- The inspector spent time with the childminder observing her and the children.
- The inspector sampled children's information and development records.

## Inspector

Pamela Paisley

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Morden within the London Borough of Merton. Her home is located close to parks, schools and local transport links. The whole ground floor and one bedroom on the first floor of the childminder's home are available for childminding. There is a fully enclosed garden 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 two early years age children on roll.

### 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 early reading skills by enabling them to identify resources independently through providing more labels and words around the environment
- extend opportunities for children to learn about what to do in an emergency evacuation of the premises

### Inspection judgements

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

The childminder has a secure knowledge of how young children learn and develop. She provides worthwhile play and learning experiences that interest and excite children. Planned activities support children in their learning and development. This helps to keep them motivated so that they want to learn new things. As a result, children are making good progress in all areas of learning. The childminder uses observations and assessment to track children's development and plan effectively for their next stage of learning. The childminder meets with parents daily to share children's achievements, including photographs of activities children take part in. This ensures that parents are up-to-date with their children's progress so that they can reinforce learning at home.

The childminder encourages children to gain good mathematical skills. For example, she uses number rhymes and books to support children's mathematical development. Young children confidently use shape sorters and stacking rings. They enjoy completing puzzles and working out where the pieces go. They are able to make connections and to solve simple problems through these activities. Children receive good support from the childminder in their communication and language development. The childminder regularly reads stories and sings action rhymes with them. As a result, children are becoming familiar with words in songs and names of characters in books. Children are developing a

growing interest in literacy. They concentrate well as they turn the pages of their favourite books. However, the childminder does not provide labels and pictures in the environment, to help children identify where things belong when tidying up, and when selecting toys of their choice. This means she does not fully extend children's understanding that print carries meaning and enhance their early reading skills. Children are developing good social skills as they mix with other children at toddler groups throughout the week.

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

The childminder organises her home well so children feel comfortable and confident in accessing a wide range of stimulating play materials and equipment. The childminder spends time getting to know children's home routines, such as interests, likes and dislikes, and sleep patterns. This helps her to create a welcoming and secure environment where children are happy, secure and well supported during their time with her. The childminder has a good knowledge of each child's background. This means children are able to participate fully because the childminder adapts the activities thoughtfully to meet their individual needs. Children's behaviour is good. They are learning the importance of sharing and taking turns when playing through gentle reminders from the childminder. Children develop good self-care skills, for example using cups independently and feeding themselves at meal times. They concentrate well as they attempt to put on their own clothes and shoes. These skills support their future learning and independence, for example, when they move to school.

The childminder makes sure that children have plenty of opportunities for physical play through well-planned indoor and outdoor activities. Children practice jumping and balancing on an indoor trampoline and use pedal cars in the childminder's garden. They have regular opportunities to go through tunnels, and use climbing frames and slides at soft play areas. This helps children gain an understanding of the need for physical exercise. The childminder provides a wholesome, nutritious and balanced diet. As a result, children enjoy making healthy choices about the foods they eat, which include vegetables and fruits. The childminder uses everyday opportunities to teach children how to keep themselves safe. For example children are learning how to go up and downstairs safely. The childminder carries out daily checks of the setting to ensure children can play safely. She has effective precautions, such as safety gates, in place and is vigilant about supervising children at all times. However, she does not practise emergency evacuation procedures with the children, to make sure that they learn how to take prompt action in an emergency.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements. A full range of policies and procedures are in place, which the childminder shares and discusses with parents. They are effective and inclusive for all children who attend. The childminder completes regular risk assessments of her home,

toys and equipment, in order to provide a safe, secure, child-centred and enabling environment. The childminder has completed safeguarding training and is confident in her ability to identify, record and report child protection concerns if necessary.

The childminder has a clear understanding of the learning and development requirements. She monitors and tracks children's progress, which effectively shows how well children are developing in the areas of learning and towards the early learning goals. The childminder demonstrates a good commitment to improving her service. For example, she identifies training courses that will continue to support her in her role as a childminder. She highlights areas to develop to improve outcomes for children. This includes the outdoor play area to provide experiences that reflect the activities she provides indoors.

The childminder works in close partnership with parents to encourage children to achieve to the best of their ability. Parents have clear information about their children's progress through discussions with the childminder. Parents express that their children are well cared for, and they are very happy with how their children have settled. The childminder is committed to developing strong links with other early years settings where her minded children may attend in the future, to maintain continuity of learning and development.

### **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>	EY468625
<b>Local authority</b>	Merton
<b>Inspection number</b>	939271
<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>	5
<b>Number of children on roll</b>	2
<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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