

Inspection date	10/03/2014
Previous inspection date	29/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder and assistants work very well together, ensuring children are supported and supervised effectively.
- Children are making excellent progress as the childminder and assistants engage them in purposeful play reflecting all areas of learning with high levels of interaction.
- The childminder has a professional approach to her childminding service, including working closely with parents, other professionals and her assistants to ensure children's individual needs are met effectively.
- The childminder shows a strong commitment to driving improvement and continuously developing the quality of her service.

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 in the childminders home.
- The inspector spoke with parents, children and the childminder.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full report

Information about the setting

The childminder was registered in 2001. She lives with her partner and two children who are over 16 years old. They live in a house in a residential area of Merton Park in the London borough of Merton. The whole of the home is available for use for childminding. Children currently use the downstairs of the home for play which includes a dedicated playroom. Sleeping and bathroom facilities are situated on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently employs two assistants who work different shifts and she has an additional assistant who works to cover in the absence of one of the regular assistants. The childminder currently has seven children on roll in the early years age range, including one child in full-time education. The childminder is a qualified social worker. The childminder does not work on Fridays.

What the setting needs to do to improve further

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

- provide treasure baskets of natural resources and everyday objects for children to explore and investigate closely during indoor play to further promote their understanding of the world

Inspection judgements

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

The childminder has excellent systems in place to promote children's learning and development. She successfully implements a continuous monitoring system to track children's progress effectively. This includes her daily activity and observations records which reflect all seven areas of learning, adult-led activities and outside play. The childminder adds comments and quotes of things children have said during play. She uses this information to track children's progress relating to all areas of learning and plans activities to support children's individual learning needs and interests. The childminder also uses topic theme plans to focus children's interests and plans a variety of activities and outings to promote their learning. The cycle of observation, assessment and planning is firmly embedded in the childminder's practice. Furthermore, through discussion the childminder demonstrates her specific knowledge of the abilities, personalities and learning and development needs of each child in her care. This is evident in her practice as although the children are all very similar ages the childminder varies her questioning and encourages play relating to children's individual needs. She skilfully involves all children in a game or story for example, while extending their individual learning effectively. In addition, the childminder engages children in play at an appropriate pace

which enables them to become fully engaged in the activities. The childminder responds to children's interests well and encourages them to make choices of toys and books. This helps to develop their independent learning skills.

The childminder seeks information from parents when children begin about their individual and learning needs. She uses this information as a starting point to measure children's progress. She provides written information to parents about the Early Years Foundation Stage and displays the activity play plans. The childminder emails a copy of children's daily activity and observation sheets to parents and discusses children's learning at home. She meets with parents to go through their children's assessment files to create a consolidated approach to supporting children's learning priorities. The childminder completes the progress check with parents when children are aged between two and three years old. This ensures that children's learning needs are identified and any additional support is gained promptly through referrals made by the childminder to the local authority early years team.

The childminder successfully provides a broad and balanced educational programme. She provides an excellent variety of activities and outings that reflect children's learning needs. The childminder extends children's language and communication skills effectively. She talks to them during play and asks them lots of questions that make them think. Furthermore, she uses language effectively to talk about what they have done that day to help consolidate children's learning. For example, talking about how they made their spring nest cakes earlier in the day before they eat them for their tea. The childminder uses lots of mathematical language so that children learn the differences between big and small or while playing with the doll's house or garage asking them if they are putting toys in, on or under for example. She encourages children to take turns and to keep trying while they are completing puzzles; as a result children are happy with their achievements. Children enjoy playing games with the childminder using picture cards to name the pictures, count the objects and talk about the things they like for example. Children enjoy being imaginative while using the play cooker and dressing up in animal hats. They sing action songs with the childminder and actively join in the movements, jumping, hopping, wiggling and clapping. This helps to promote their physical skills during indoor play. Children also develop their physical control while using wheeled toys in the home as well as during outside play. Children show a keen interest in books and enjoy looking at books independently and with the childminder. They listen well to stories read by the childminder as she ensures all children are involved and holds their attention well. The childminder helps children develop their understanding of the world through frequent outings in the local community. They use magnifiers to look for insects and grow plants, fruit and vegetables in the garden. However, children have fewer opportunities to explore a variety of natural resources and everyday objects of different textures, sizes and weights for example during indoor play. The childminder plans a variety of art, craft and cooking activities on a regular basis to help children express their artistic skills. She links activities to theme plans and cultural festivals, such as making pancakes and reading stories about caterpillars to introduce the topic of spring. Overall, the childminder's skill in actively engaging children in purposeful play and highly effective communication ensures that they are making excellent progress in all areas of learning.

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

Children have excellent relationships with the childminder, assistants and each other. The childminder works with parents to implement a gradual settling in procedure that reflects the needs of the children. This helps them to feel happy and settled when their parents leave. A parent spoken to during the inspection explained that the childminder 'is amazing' and that they settled her child over three weeks. The parent added that she now feels at ease that her child is happy and so she can return to work following her maternity leave. The childminder seeks information from parents about children's care needs and promotes consistency of care effectively as she follows their daily routines from home. The childminder and assistants work closely together, creating a calm and nurturing environment. Children freely climb on the childminder and assistant and snuggle in for cuddles while reading stories for example. Children show a strong sense of belonging as they greet each other happily following their afternoon nap and keenly wave goodbye when their friends go home. Children are well behaved and respond cooperatively to the daily routines. This is largely due to the childminder and assistant presenting a confident approach and being very well organised. As a result all events of the day run seamlessly, ensuring no time is wasted and that children are purposefully engaged. Children share and take turns during play as the childminder involves them in lots of group games which develop these social skills and reinforce good behaviour patterns. The childminder provides a welcoming learning environment with a broad range of toys and books at low level and on shelves. Toys in baskets are labelled with pictures and words which enhance children's recognition of letters and words along with enabling them to make choices about the toys they wish to play with. Children's sense of belonging is also enhanced as they find their photograph and name cards and add them to the display board each day. This also helps children to recognise their written name. Children are becoming confident and independent learners because the childminder encourages them to make choices of toys and books and take responsibility for putting them away after use. Toys and books are of very good quality. The childminder shows a strong sense of detail as she adds books to the bookshelf that relate to the interests and backgrounds of the children in her care, such as books about 'granddad' and children's cultures and beliefs. Children are happy and freely explore their learning environment. They enjoy relaxed meal times as they sit together and the childminder talks about what they are eating and the events of the day, creating a sociable atmosphere. Children's personal independence is enhanced as the childminder works closely with parents to introduce toilet training and all children learn good hand washing routines. In addition, the childminder supports children in learning good hygiene practices such covering their mouths while coughing and appropriate nose blowing; this helps to stop the spread of infection. The childminder has a very good range of child-sized equipment to ensure children's care needs are met effectively. This includes individual travel cots and bedding for all children and a variety of high chairs, booster seats and car seats to promote their safety. Children participate in regular evacuation drills with the childminder so that they know what to do in an emergency.

The childminder has excellent systems in place to promote children's good health. She ensures that they have lots of opportunities to engage in physical play. This includes play in the home with wheeled toys, tunnels and music and movement games along with outside play in the garden and trips to parks and children's play areas. This ensures

children are able to use a wide range of challenging physical play equipment and gain exercise on a daily basis. The childminder provides a balanced diet of healthy snacks and home cooked meals, promoting healthy eating habits. She ensures any foods prepared by parents are stored appropriately and maintains excellent hygiene practice at all times. In addition, children participate in regular cooking activities, enabling them to learn about different tastes, smells and textures of foods.

Children are well prepared to move on to their next stage of learning and be ready for school. This is because the childminder fully encourages them to join in all events of the day and develop their personal, social and emotional skills effectively. The childminder plans a balanced and well organised variety of learning experiences. This means that children have time to join in group activities, play independently and enjoy outings to local children's groups and to the library story and song sessions where they can socialise and mix with other children.

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

The childminder shows high regard to safeguarding children and promoting their welfare. She has recently completed a safeguarding training course to ensure she is up to date with current practice. The childminder has devised a full range of policies and procedures aimed at safeguarding children and promoting their welfare. Furthermore, the childminder ensures that her household members and assistants complete relevant vetting checks regarding their suitability to work with children. She ensures recruitment procedures are completed appropriately, including seeking references and provides written information and contracts regarding the roles, responsibilities and expectations of the assistants. The childminder also uses methods of induction and appraisal to monitor the on-going suitability of the assistants. The childminder has a secure knowledge of when to notify Ofsted of significant events or changes to her registration. The childminder keeps records of attendance for children, assistants and visitors along with records of any accidents or medication administered. This helps to safeguard children's welfare through accurate use of documentation. In addition, the childminder ensures that the adult to child ratios are maintained at all times as the assistants work shifts and children attend a variety of sessions. The childminder shows high regard to promoting children's safety. She conducts risk assessments relating to all aspects of the home and garden, specific activities and includes guidelines, such as use of the trampoline. She also conducts thorough risk assessments for outings in the local community and for outings further away, for example to farms, soft play adventure centres and to a variety of 'theme parks'. All risk assessments are reviewed on a regular basis.

The childminder implements highly effective methods of working with parents and other professionals. She shares information with parents about their children's progress on a daily basis and has meetings with parents to review their children's needs. The childminder liaises with the local authority professionals and parents to ensure children's additional learning needs are catered for effectively. This ensures that any gaps in children's learning are reduced so that they are more ready to move on to school. The

childminder actively seeks parents' views on a regular basis to help her to evaluate the quality of her service. Parents complete questionnaires and comment that they feel the childminder provides an excellent service. They comment that their children feel very safe, they are happy and have 'come on leaps and bounds' since beginning with the childminder. Parents also report that they particularly like the volume of activities and outings and the daily reports and photographs sent by the childminder. The childminder also uses on-going methods of self-evaluation. She completes a self-evaluation form and colour codes new entries so that her continuous progress and areas for development are visible. The childminder shows high regard to her personal development and that of her assistants. They work with the local authority and attend training courses to extend their knowledge of childcare, including a long term course completed by the childminder regarding caring for two-year-olds who have the funded entitlement. This in-turn enables them to promote children's learning, development and welfare effectively. The childminder has also met the recommendation raised at the last inspection. The childminder provides an exceptionally well-organised educational programme and monitors the progress of children effectively. As a result, children are happy and making excellent progress in the childminder's care.

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	EY100530
Local authority	Merton
Inspection number	953504
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	7
Name of provider	
Date of previous inspection	29/06/2011
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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