

Inspection date

Previous inspection date

31/03/2014

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

- The childminder supports children's learning well, joining in, extending and making it fun, so that children's interest is stimulated through shared attention.
- The childminder has a good understanding of how to protect children and to keep them safe from harm, so children play in safety.
- The childminder provides good access to the outdoors and nutritious meals and snacks. Consequently, this promotes children's all round good health effectively and children understand about healthy living.
- Partnerships with parents are strong which result in children's individual needs being effectively met.

It is not yet outstanding because

- The indoor learning environment does not fully reflect all children's diverse backgrounds to extend their understanding of the 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 had a tour of the areas of the premises that children may use.
The inspector observed activities and interaction between the childminder and children during play in the living room and garden. She held discussions with the childminder at appropriate times throughout the observations.
- The inspector sampled documents including children's development records, and policies and procedures including the childminder's safeguarding policy.
- The inspector took account of parents' views of the service through verbal feedback from the childminder and written questionnaires they had provided.

Inspector

Marcia Robinson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband, mother in law and three children, including one adult daughter. The family live in Raynes Park in the London Borough of Merton close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding with the exception of the bedroom. There is a 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 is currently caring for four children in the early years age group. She also offers care to children aged over five to eight years. The childminder operates all year round, except for public and family holidays.

What the setting needs to do to improve further

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

- extend children's understanding of the wider world by building on opportunities for them to experience an environment and play materials that reflect cultural diversity.

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 the Early Years Foundation Stage framework and of how children learn and develop. Consequently, children learn in a welcoming and caring environment, where they develop the necessary skills to help them prepare for their next stage in learning. The childminder gathers detailed information from parents to identify children's starting points, helping to ensure children have all the support they require from the start. Children make good progress in their learning and development, as the childminder knows them well. She makes regular observations of their achievements, in order to assess their progress and identify their next steps in learning. She links these to children's interests, which helps them to acquire the skills and motivation to learn successfully. The childminder keeps parents well informed. They know she must carry out a progress check for children aged two years when the need arises. The childminder talks to parents every day and keeps a daily diary with details of their children's routines, activities and achievements. She gives parents suggestions for activities they can continue at home, and they identify and work towards children's next steps together. This ensures parents are fully involved in their child's learning.

The childminder successfully promotes all seven areas of learning as she provides a varied range of toys and play based experiences that are suited to children's individual needs and interests. The childminder sets out toys and play materials at a low level, and changes them over regularly to sustain children's play and interest. She has begun to label the toy

containers with pictures and words that represent children's home languages to help give them a sense of belonging. However, the childminder has not fully developed her range of toys and books to support children's understanding of their own cultures and that of others. Nonetheless, the childminder helps children learn about cultures and beliefs through a range of adult-led activities. For example, making masks for Chinese New Year or paintings with their feet and handprints on paper and putting these in picture frames to take home for Mothers Day. The childminder effectively supports children's communication and language development. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. The childminder helps them to concentrate and persevere, for instance, when exploring items in treasure baskets, blowing bubbles in the garden or building with bricks. Young children are confident to interact with the childminder through sounds, gestures and words. The childminder acknowledges what they say, promoting their communication development. She also offers lots of praise and encouragement, so children continue to try to find their voices. Consequently, young children show good early skills in their language development. Books are very accessible on child height shelves so children can help themselves. The childminder ensures that a selection of the children's favourite stories and reference books are always available. This helps to develop their growing interest in literacy. Children develop their physical skills well as the childminder provides lots of clear play space for babies to crawl and for older children to negotiate space safely. She has a good range of outdoor toys and organises regular outings to parks, play areas and soft play centres. This enables children to mix and socialise with others and to use a variety of equipment to develop their physical skills. Children are developing good mathematical skills. Older children help to lay the tables for tea and work out whether there are enough plates and cutlery. Babies love to listen to the childminder count as they play with bricks. The childminder provides good opportunities for children to explore open spaces, recognising the world around them. For example, she supports children's developing understanding of positions such as up, tall and high when playing in the garden. The childminder points to show babies the birds flying in the sky and asks 'where have the birds gone?', when they cannot be seen. In addition, young children have good opportunities to explore and investigate natural materials, using treasure baskets and scented bags. This is because the childminder provides a variety of objects of different weights, sizes and smells for children to investigate and explore. All of these experiences give children the essential skills and attitudes needed for their future learning.

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

Children are settled, confident and happy in the childminder's home. They have good relationships with the childminder who is warm and attentive to their needs. For example, babies look to the childminder for reassurance as they play and snuggle in for cuddles with her when they are tired. This helps them feel secure and effectively promotes their physical and emotional well-being. They quickly form a secure emotional attachment with the childminder because she has an effective settling-in procedure including home visits. This ensures children receive positive support in the move from home to the childminding environment. Children respond well to the childminder's calm, caring approach and their behaviour is good. Babies respond to the daily care routines for eating, sleeping and

nappy changing. Older children understand how to behave and are encouraged to think about the behaviour rules, which the childminder displays in the setting. This means that older children understand how to behave and are able to set a good example to younger ones.

The childminder demonstrates a good level of commitment to promoting children's health, safety and well-being. They benefit from being cared for in a well-organised, safe and welcoming environment. The childminder carries out daily safety checks of her home and puts precautions in place as appropriate, such as a safety gate to restrict access to the stairs. Children move very confidently around the premises. They grow in independence as they help themselves to the good range of age-appropriate resources and play materials available. Babies learn to use equipment and toys safely as they play and explore, for example, with colourful balls of wool from the treasure basket. They are also encouraged to help the childminder with tidying away toys to keep the learning environment safe. Young children sleep according to their individual needs while the childminder effectively follows their home routines. Children learn good safety procedures through the childminder's effective support. For example, babies wear their safety harness when sitting in the highchair and the childminder enables children to participate in regular fire drills. This helps children to understand what to do in an event of an emergency. In addition, the childminder makes sure children understand about road safety when walking back from school. She makes she they walk together which helps children learn about keeping safe. Children enjoy a healthy balanced diet because the childminder provides them with nutritious home cooked meals, regular drinks and snacks of fresh fruit. This helps maintain children's good health. Children are learning to develop good personal skills as babies are encouraged to hold their own bottles and older children help to lay the tables for tea. This helps to develop their independence and to prepare them well for the next stage in their learning. Children have daily opportunities in the childminder's home and in local trips to the park to enhance their physical development. They enjoy playing ball games, using slides, swings and climbing frames. This helps them to recognise the importance of physical exercise.

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

The childminder has made a successful start to her childminding service. She has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage, including the learning and development requirements. For example, the childminder is fully aware of her role in completing the required progress check at age two- years and sharing the summaries with parents. In addition, she closely monitors children's learning and development to make sure that all children are making good progress. The childminder has attended local child protection training and has a good understanding of how to keep children safe and respond to any concern about a child. Consequently, this helps to protect children from harm. The childminder implements a range of policies and procedures aimed at safeguarding children and promoting their welfare. This includes a written safeguarding policy that covers the use of mobile phones and cameras in the setting. The childminder holds a valid first aid certificate and keeps

accurate records relating to the children in her care. She has good systems in place for recording children's attendance, accidents and medication, which contributes to protecting children's wellbeing. The childminder effectively uses written risk assessments and daily visual checks for the home and outings. This helps children feel safe and ensures their security while in her care. For example, she keeps children's emergency contact numbers readily to hand so she is well prepared for any emergencies that may arise.

Strong partnerships with parents are highly beneficial to the continuity of care and learning opportunities children receive. Parents have access to a wide range of useful policies, procedures and other written information displayed in the setting. The childminder communicates with them in a range of ways, and this means that parents can look at observations of children's development when it is convenient for them to do so. The childminder provides photographs of children as they play, to keep parents fully informed of the types of activities the children have enjoyed. A daily diary provides a two-way flow of information and children thrive in this environment, because the childminder shares the important details of their care. Parent's comments are all positive and reflect their appreciation of the care and learning the childminder provides. Additionally, the childminder establishes strong links with other educational settings that children attend. This promotes effective communication and information sharing about children's learning needs. The childminder self-evaluates her service and shows a commitment to driving improvement. For example, she attends a range of training courses and updates the way she works by sharing expertise as a team with parents and other childcare professionals. This has a positive impact on the outcomes for children. The childminder is aware of her strengths and weaknesses and gains feedback from parents through questionnaires. She has accurately identified areas for improvement and has organised training and support for these areas so she can continue to enhance her childcare knowledge and skills. This shows the childminder is committed to improving the good service she offers to children and their families.

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	EY462243
Local authority	Merton
Inspection number	933616
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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