

<b>Inspection date</b>	12/02/2014
Previous inspection date	12/08/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 quality of teaching is good as children are supported to progress well overall in all areas of learning.
- Children are happy and content due to the bond they have with the childminder.
- Children's individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities.
- A good range of interesting, stimulating activities are available. Access between learning environments encourages children's decision-making skills.

### **It is not yet outstanding because**

- Hygiene procedures are not always constantly followed to consistently develop children's good personal hygiene skills.

## 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 main playroom.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector spoke with the childminder and observed practice with regards to safeguarding.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

The childminder registered in 1997. She works in partnership with her husband who is also a registered childminder. They live with their family of eight children in a house in Sanderstead.

The childminder's home is close to local shops and parks. There are public transport links as well as parking facilities immediately outside the house. Children have the use of all downstairs rooms and some bedrooms and there is a rear garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for children overnight. The childminder shares the care of 15 children on roll and of these eight are in the early years age range. The childminder is part of the Croydon Childminder's Network. The childminder works term time only.

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

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

- review the procedures for hand washing to consistently promote good hygiene practice.

## Inspection judgements

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

Children make good progress in their learning and development. The childminder provides a good standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. She promotes learning well because she provides a good range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and individualised to meet their specific learning needs.

Children's personal and social development is nurtured well by the caring and supportive childminder. She takes time to settle the children into the setting and helps them to understand their feelings and how they can change. Children enjoy snuggling into the childminder when they get tired and need some reassurance during play.

The childminder promotes children's physical development in the indoor and outdoor environments. All children participate in outdoor activities daily, such as playing in the local parks and playing in the well-resourced garden. Everyday routines, such as tidying away resources and feeding themselves at mealtimes, enhance children's physical and

independence skills.

Children's vocabulary is nurtured through everyday activities and through the good use of resources. The childminder takes time to talk to the children during activities and to ask them questions about what they are doing such as building blocks and playing with the toy cars. The childminder takes time to talk to babies when giving them their bottles and looks at them as she is talking. This builds good bonds between the children and the childminder.

All planning is individual for each child and takes into account their interests. This is then successfully linked to the learning intentions, which are used by the childminder to progress the children across the areas of learning. The childminder uses relevant early years guidance in her practice to monitor children's progress and to highlight the next steps in their development. The good planning systems ensure a balance of child-initiated and adult-led activities. The parents are involved in the planning. They discuss during feedback to the childminder what their children have been doing at home and what they are currently interested in. This information is then used in the planning to make activities fun and interesting for the children. The childminder is fully aware of her role in completing the progress check for two-year-olds and sharing the outcomes of these with the parents.

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

The children have access to a well-stocked garden that has resources the childminder successfully uses to promote and enhance the children's physical development. The childminder makes good use of local parks and playgroups for children to enhance their physical development. The childminder has secure and effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. The childminder teaches the children about safety when they are on outings and school runs. All children wear high visibility vests so they can be clearly seen. This protects the children when they are out and allows the childminder to be able to clearly see them when walking along the street back to the car. The childminder carries out fire drills on a regular basis so children are aware of what to do in the event of an emergency.

Children develop well in a clean learning environment. However, at times the childminder does not consistently promote hand washing. For example, children do not always wash their hands before they have their snack. As a result, the childminder is not always consistent in teaching children about their health and well-being.

The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to meet the individual needs of all children. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information on child record forms of individual requirements. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the

cultural backgrounds of children attending the setting.

The childminder works closely with the parents to find out about the children's individual needs. These are then used successfully to settle them into the childminder's home. The childminder works well with other agencies caring for children such as local pre-schools. This provides continuity of care for the children. The childminder is consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. Given the children's ages and stage of development, they are all well behaved.

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

Leadership and management of the setting are strong. The childminder works closely with the parents and her co-childminder to bring about the best possible outcomes for the children. Documentation is maintained to a high standard and all records required for the safe and efficient management of the childminding setting are readily available.

Self-evaluation is good and the childminder is aware of her key strengths and the areas she is currently working on to develop. The parents share their views through verbal feedback and the children share their thoughts on the activities offered. These are all used to shape the service that is provided. The childminder works closely with her co-childminder and they evaluate each other's practice. This highlights areas for them to work on. The childminder looks at the feedback given and uses it to plan training. This has a positive effect on the children through the activities she is able to offer after attending training events. As a result, the service is responsive to its users.

The childminder has a strong understanding of child protection and how to safeguard the children in her care. All safeguarding requirements are met effectively. Robust risk assessments are in place for both the home and for all outings the children are taken on. Children are well supervised across all areas of the home and when on outings.

The childminder works closely in partnership with the parents. Parents regularly share children's learning at home with the childminder and she uses this information to enhance what she does to meet children's individual learning needs. The childminder is fully aware of working with the other agencies caring for the children. The childminder finds out what children have been doing when at pre-school and uses this information in her planning. This provides good continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	124864
<b>Local authority</b>	Croydon
<b>Inspection number</b>	950690
<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>	4
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/08/2010
<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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