

<b>Inspection date</b>	08/01/2014
Previous inspection date	10/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 are safe and secure and their well-being is fostered as the childminder has a good knowledge of their needs and family background.
- The childminder provides a wide range of resources which interest children, and motivate them to learn.
- Children show good levels of independence. They are happy and settled and have developed a good relationship with the childminder and her assistants.
- The childminder skilfully engages and involves children in stimulating activities to successfully help them make good progress in their learning and development.

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

- Although the childminder works well with parents, parents are not fully encouraged to contribute to their children's ongoing observation and assessments.

## 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 three children in the early years group during the inspection.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.
- The inspector looked at children's records and other relevant paperwork.
- The inspector observed the childminder's interaction with the children.

## Inspector

Pamela Paisley

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two adult children in Thornton Heath, Surrey located close to parks, schools and local transport links. The whole ground floor of the childminder's home is available for childminding. There is a fully enclosed garden available for outdoor play. The childminder works with up to four assistants. 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 seven children in the early years age group, on a part-time basis. 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:

- establish more effective partnerships with parents to promote a shared approach and continuity in children's learning.

## 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. She has a good understanding of how young children learn and develop. The quality of teaching is good. The childminder provides a rich learning environment where children enjoy learning with enthusiasm. She plans activities well to make sure that they are stimulating, practical and exciting for children of all ages. This helps to keep children motivated so that they want to learn new things. The childminder completes regular and precise observations and assessments of children. She uses them effectively to plan challenging activities for children at different ages and stages of development. As a result all children are making good progress in their learning given their starting points and capabilities.

The childminder has a good knowledge of each child's developmental needs when they start because parents are encouraged to contribute to an initial assessment of their children. The childminder uses this information as a starting point to observe and monitor children's developmental needs and to build on what they can do. The childminder keeps parents well informed about their children's progress. She talks to them each day and ensures they have up-to-date information about their child's experiences. However, parents are not always fully encouraged to contribute to their children's ongoing observation and assessments to share achievements they make at home. The childminder has completed the progress check for two-year-old children and shared this with parents. This means that she is able to identify potential gaps in the children's development, and parents are aware of the progress their children are making.

Children are developing good mathematical skills. They enjoy completing puzzles and singing number rhymes. Children are learning to count in sequence and recognise numbers in print. The childminder and her assistants provide good opportunities for children to play number games. As a result children confidently use dice and match numbers with objects. The childminder supports children's communication, language and literacy skills well through the use of flash cards, board games and encouraging children to predict possible endings to stories. Children regularly visit the library so they can choose their own books. This helps develop children's growing interest in literacy. Children are beginning to learn the sounds of letters, and older children have started writing recognisable letters, and can recognise their name in print. Children are developing good social skills as they sit together and have conversations with each other at meal times. Children go on regular outings to stay and play groups so that they can socialise with other children of a similar age.

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

The childminder balances her time well with the children to ensure that each child gets equal attention and support from her. Children enjoy their time with the childminder and they are very happy and settled in her care. She finds out about their likes and dislikes, sleep patterns and interests when they start attending. This helps to ensure she meets children's individual needs effectively. The childminder helps children prepare for their next stage of learning or school. She ensures that she provides more adult-led activities and opportunities for children to practise reading and writing skills. The childminder encourages children to put on their own shoes and coats. Children show a good understanding of the importance of following good personal hygiene routines and are independent in their personal care.

Children eat healthy meals that the childminder prepares each day to make sure they benefit from fresh foods. Children have a range of fresh fruit at snack time each day. Children help to grow fruit and vegetables in the childminder's garden. They enjoy making smoothies with strawberries, apples, pears, plums, loganberries, raspberries and cherries. This helps children learn the importance of adopting a healthy lifestyle. The childminder provides good opportunities for physical play through well-planned indoor and outdoor activities. Children have access to bikes, pedal cars and a trampoline in the childminder's garden. Children regularly visit local parks where they can play ball games, use swings, slides and climbing frames. This helps children develop a positive attitude to physical exercise.

The childminder's home is very child-centred and well organised with a wide range of good quality toys and resources. They are highly appropriate for children's stages of development. Children are confident in selecting play materials and initiating their own activities. The childminder teaches children how to keep themselves safe. She talks to them about the importance of crossing roads safely on outings and on the way to and from school. Children practise regular drills to help them become familiar with emergency evacuation procedures. The childminder and her assistants are good role models. They are always on hand to offer encouragement and support to children when needed and praise

their achievements. Children are learning the importance of sharing and taking turns when playing through gentle reminders from the childminder. Overall children behave well in response to the childminder's clear expectations.

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

The childminder has a very secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is aware of safeguarding issues and has a good understanding of how to keep children safe and respond to any concern about a child. She understands the procedure to follow in the event of an allegation being made against a member of staff. Clear procedures are in place about the use of mobile phones and cameras in the setting. The childminder carries out regular risk assessments to ensure children's safety in her home and on outings. She has all the necessary safety equipment in place to keep children safe. The childminder shares a good range of policies and procedures with parents to keep them informed of the service she provides. The childminder has a good understanding of the learning and development requirements. She regularly monitors children's learning to ensure they continue to make good progress towards the early learning goals.

Strong partnerships are in place with parents. The childminder ensures parents receive comprehensive information each day about their children's well-being, meals and activities they took part in. Parents have commented that they are very happy with the service she provides. They are very pleased at how well their children have settled in her care. Parents see their children's observational assessments. However, the childminder has not yet fully encouraged parents to regularly contribute to their children's on going observation and assessment, to support their children's learning experiences at home. The childminder has a good working relationship with other early years provision her minded children attend. This effectively supports children's progress in their learning.

The childminder is committed to maintaining continuous improvement and completes a self-evaluation process to identify strengths and areas to improve. She is proactive in addressing actions and recommendations from her previous inspection and, consequently, children's welfare is met fully. She monitors the quality of practice of her assistants and speaks regularly to them about their work in improving children's outcomes. The childminder and her assistants have plans to go on future training courses to continue to enhance their childcare knowledge and skills.

### **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>	158872
<b>Local authority</b>	Croydon
<b>Inspection number</b>	907201
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/01/2013
<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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