

Inspection date	15/05/2014
Previous inspection date	11/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has formed appropriate bonds and secure attachments with children. As a result, children are happy and well settled.
- The childminder communicates effectively with children so they feel confident to share their ideas and talk about their experiences. Children's communication and language skills are promoted well.
- The childminder makes good use of local groups and facilities to enhance children's personal, social and emotional development.

It is not yet good because

- Adult-to-child ratio requirements are not always met. At times the childminder is caring for more children than permitted.
- The childminder does not routinely share enough information with parents and others involved in children's care. This means that parents do not receive sufficient information about their children's progress and consistency of children's care and learning cannot be assured between the settings they attend.
- The childminder does not use observation and assessment successfully to make sure that her activity planning actively helps children to make good progress. Also, the garden is not used to its full potential and the television sometimes distracts children in their learning. These weaknesses in the provision affect how well children progress in their all-round development.

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 carried out observations of children indoors.
- The inspector looked at children's development records.
The inspector sampled a range of documentation, including the safeguarding policy,
- behaviour management policy, complaints policy, records of fire drills and the accident and medication book.
- The inspector observed a snack and meal time, including hygiene routines.
- The inspector read several letters from parents, children centre and local nursery to gain their views on the provision.

Inspector

Jane Winnan

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband in a four-bedroom house in a residential area of Croydon. The kitchen and hallway on the ground floor are the main areas used for childminding and the front room is used when children want to rest and for reading. The garden is available for outdoor play and children sleep in two rooms upstairs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group on roll. The childminder is a member of the Croydon Childminding Network. At times she works with her husband who is her assistant. The childminder lives close to a park and shops. She takes children to the local children centre and the local pre-school drop-in session.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use observation and assessment more effectively to identify the next steps for children's learning and share such information with parents and other relevant professionals, as well as the progress checks completed for two year-olds, so that activities are tailored to promote each children's individual learning and to involve parents in their children's learning.
- maintain required adult-to-child ratios at all times, including when the assistant is not on the premises

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

- limit the use of television for particular purposes so children are not distracted when trying to concentrate on other activities
- make better use of the garden to enhance children's play and learning.

Inspection judgements

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

The childminder has basic knowledge of the Early Years Foundation Stage. She records ongoing written observations to identify where children are in their learning. However she does not identify children's starting points with parents on entry and the next steps in

their ongoing learning. Therefore the planning of the environment and activities on offer does not always meet children's individual needs. This is more evident in the afternoon when no differentiation of learning is provided for pre-school children. Furthermore, the childminder's ability to provide children with consistent support for their learning is restricted by her lack of engagement with other early years settings the children attend. Parents are not kept up-to-date with their child's progress and development so parents are not able to support their learning at home. The childminder has written a progress check for children when they are aged between two and three years old. However, she has not shared this summary with parents or informed parents about the development review as being an integral part of the health check carried out by the Health Visitor. This means that early intervention may not be initiated to close any gaps in children's learning.

Children's development is generally in line with age-related expectations because the educational programmes delivered at the local groups and in the home-based setting provide a sound framework for their learning, overall. The childminder provides indoor learning opportunities that are tailored to young children's interests. Children enjoy playing football indoors, kicking a soft ball gently and shouting 'goal'. Although the childminder takes children to the park they do not have sufficient opportunities to practise their physical and social skills outside in the garden. Therefore the provision for learning outdoors is not as good as indoors and hinders the development of some children.

The childminder knows about children's specific interests and uses this to support children's learning. Children develop their imagination, playing with a range of vehicles on a road play mat. They test their ideas and ask questions about aspects of their world that are familiar to them. The childminder encourages children to explore the different sounds the vehicles make supporting early language and literacy skills. The childminder encourages the use of mathematical language e.g. counting cars to 10 and recognising numerals printed on trains. She questions children about colours, as an assessment of their learning. Children build up a tower with some bricks and pretend two long bricks fixed together are an aeroplane. They are beginning to make-believe by pretending. Children engage in imaginative role-play based on their own first-hand experiences of watching an aeroplane flying through the air. The childminder encourages children to recall past events talking about their experiences of flying. The childminder answers children's questions when they are learning the names of wild animals. Children ask 'What's this?' and 'What's that?' and the childminder gives children the language they need saying 'it's a crocodile', 'it's a giraffe' and 'that's a tail'. The childminder spends time with children counting beads on an abacus to promote children's interest of number.

The childminder identifies that children need more opportunities to practise their writing skills and a sketcher drawing board is accessible to children. The childminder role models drawing a circle shape on paper for children to copy. The childminder promotes children's communication and language development well, encouraging children to ascribe meaning to their marks. She asks open questions about the face children have drawn, talking about family members and who it could be. She teaches children to hold a pencil successfully to support writing skills. Children are gaining the skills they need to move onto the next stages of their learning. However, the childminder does not limit the how frequently the television is used and it becomes a distraction for children when they are trying to focus on other activities. The childminder helps children learn about different cultures and

traditions by offering a range of resources and they celebrate different festivals, for example, Christmas and Eid.

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

The childminder has formed appropriate bonds and secure emotional attachments with the children, who are happy and well settled. Children have been attending since they were babies and treat the childminder's home as though it were their own. The childminder finds out about the children's background and health from their parents. She works closely with them to provide children with consistent care routines and support children with certain milestones for example, potty training and preparing children for starting school. The childminder encourages children to choose from a range of resources stored in toy boxes and at low table so they make their decisions about their play.

The childminder has a suitable understanding of keeping children safe and carries out regular risk assessments when on outings. She helps children gain an awareness of how to keep themselves safe when coming home from school. They talk about road safety and not accepting sweets from strangers. The childminder has an emergency evacuation procedure which she practises regularly with the children, to further promote their understanding of keeping safe. The children are knowledgeable about what they would do in the event of a fire. Emergency exits are kept clear and records of fire drills are maintained. The childminder is constantly aware of keeping children safe and reminds children to sit on the kitchen chairs and not climb on them, as they may fall off.

The childminder teaches children to be polite and reminds them to say please and thank you. She has a star chart on the wall. This is used to reward children for being kind to others, sharing and taking turns.

The childminder provides home-cooked, healthy, nutritious meals and works with parents to meet children's dietary requirements. She teaches children the importance of good hygiene practices and encourages children to wash their hands before meals. The childminder sits with the children and encourages them to talk about their experiences at school. Children are offered milk or water at meal times and drinking water is readily available. The childminder has a suitable understanding of the benefits of physical play to promote a healthy life style and regularly stops at the local park so children enjoy the fresh air and exercise. However, when children play football indoors the childminder does not consider the benefits of extending this play in the garden. As a result, the garden is not used to its full potential to promote children's learning and well-being.

The childminder provides opportunities for children to interact with other children in different social settings. They go to the local library, 'stay and play' sessions at the local children centre and the pre-school drop -in. These sessions support children to develop their social, emotional, physical, and communication and language skills while learning to share and work co-operatively with other adults and their peers. Children also enjoy new songs and rhymes and more varied activities. This enables children to feel part of the community and such visits help them to become familiar with new environments in

preparation for school.

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

The childminder is secure in her knowledge of the safeguarding and welfare requirements. She uses this to guide her practice and produces clear written policies and procedures that are shared with parents. The childminder and assistant understand their responsibilities in safeguarding children. Her safeguarding policy includes information about the procedures to follow when there are concerns about a child in her care, allegations against adults and the use of mobile phones. However, on occasions the childminder breaches adult-to-child ratio requirements. This is because the childminder's assistant collects additional children from pre-school but is not present for the full duration of their care. This has the potential to compromise children's well-being. This happened during the inspection. The childminder successfully cared for the four children present and the situation had no adverse impact on the children's care.

The childminder risk assesses the journey to and from school and when in the park. She has a well thought-out procedure for responding to a lost child situation. The accident and medication book is adequately completed and signed. Permissions have been sought from parents to seek emergency medical assistance and treatment, observations, transporting children in a vehicle, photographs and to apply sun block.

The childminder's knowledge and understanding of the learning and development requirements are basic and lack sufficient depth. Systems are not fully developed to identify children's next steps in their learning to make planning effective. This undermines children's overall development. Furthermore children's ongoing developmental progress and the progress check for two year-olds is not shared with parents or other professionals. The childminder drops off and collects children from nursery and has formed suitable relationships with the professionals who work there. However, the childminder has not gained permission from parents to share information about children's care, learning and development so routines and activities are not being consistently implemented and developed across the day.

The childminder has completed a written self-evaluation form to reflect on her practice and has sought the views of parents and children. Parents are pleased with the service they receive and have not identified any areas for improvement. Children have said they would like a blackboard which the childminder has now purchased to support children's early writing skills. The childminder has a positive attitude to improve and has identified training on the Early Years Foundation Stage as an area for development to improve outcomes for children.

The childminder has made strong links with local groups in the area attending regular play sessions for young children. Other professionals write that the childminder always interacts with the children and gets involved in the activities provided. The childminder has attended a six week arts and crafts course which has added to her knowledge of different

craft ideas and enabled the children to explore a wide range of materials and tools. She has attended a safeguarding course and a 'Once upon a rhyme programme' to support children's communication and language skills. The childminder and assistant both have a current and valid first-aid certificate.

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	124398
Local authority	Croydon
Inspection number	963090
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11/03/2013
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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