

<b>Inspection date</b>	18/06/2014
Previous inspection date	16/12/2008
<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 childminder provides children with plenty of loving attention, which helps them to settle quickly and enhances their confidence within the setting.
- The childminder keeps parents well informed about their child's ongoing development through daily feedback and sharing children's learning journals.
- The childminder prioritises children's safety. She maintains her home to a good standard, which minimises the risks of accidents. Children learn about being safe by tidying up toys as they play.

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

- The childminder does not make best use of music and sounds to extend and enhance young children's early communication skills.
- The childminder does not find out from parents, activities their children enjoy at home to build on their interests and promote a more consistent approach.

## 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 viewed areas in the home where children play and sleep.
- The inspector invited the childminder to do a joint observation of children in their play.
- The inspector sampled children's progress records.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures, including safeguarding, accident and medication records.

### Inspector

Gillian Cubitt

## Full report

### Information about the setting

The childminder registered in 1988. She lives with her husband and works with her daughter, who is also a registered childminder, in the London Borough of Merton. The whole of the ground floor and a first floor bedroom and bathroom are available for childminding. There is an enclosed garden for outdoor play. The home is close to public transport facilities, parks and local shops. There is restricted parking outside the childminder's home. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has six early years age children on roll. The childminder holds a level 3 qualification in childcare. She has also completed the 'Children come first' Quality Assurance Scheme.

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

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

- make better use of music and verbal sounds to enhance young children's listening and early communication skills
- find out from parents activities children enjoy doing at home to better promote their continued learning and interests.

### Inspection judgements

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

The childminder successfully combines her experience and knowledge of the Early Years Foundation Stage to provide children with a range of resources and interesting activities. She completes observations of the children during the settling in period, and talks to parents about what their children can do when they first start. This enables her to have a secure point for assessing children's abilities and identifying areas where they need extra support. The childminder highlights these areas in the children's learning journal so tracking of children's progress is clear. Planning is good and identifies points from her observations to support children in taking the next step in learning. The childminder does not include information from parents about what their children do at home to further enrich the activities she provides. Nevertheless, there is a good balance of activities to support children's learning and development. The childminder has a secure understanding of the progress check for two-year-olds. She works very closely with her co-childminder to complete regular summaries of children's progress in the prime areas of learning, which they share with parents. The friendly partnership with parents benefits children. The childminder provides them with daily diaries, and they share information in the children's learning journal. Parents comment they are happy with the activities children do and their

ongoing progress in their learning and development. The childminder has experience of working in partnership with other professionals and local schools. This results in continuity of care and supports positive learning outcomes for the children.

Children benefit from the childminder's attention during their play. She chats to them and engages in their activities to extend their play. She introduces ideas, such as making a long line with blocks, and introduces counting and colours to extend their thinking. Young children are beginning to learn single words that the childminder introduces. She allows them time, and waits for them to respond and/or repeat what they hear, showing their comprehension. Although the childminder uses single words, she does not consistently make better use of verbal and musical sounds to extend and enhance children's listening skills to support early expressive talking. Children show a particular interest in pictures and books. The childminder supplies an exciting variety that stimulates their interests and captivates their attention. She supports children well as they sit and look at pictures together so children can see that books convey a story and meaning. Children's concentration develops as they spend time turning pages, fascinated by the different shapes and colours they see.

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

Children are happy and contented in the childminder's care. She gives them her time and attention and is responsive to their needs. Children form a secure emotional attachment with the childminder. She takes time to welcome parents and settle children into her home before parents leave. Lots of cuddles and shared humour shows that the childminder nurtures children's well-being. The childminder is successful in making children feel special, building their self-esteem and preparing them emotionally for learning. Flexible routines incorporate trips to local toddler groups, which introduce children to larger group activities. This helps to prepare young children for their move to school.

Children behave well because the childminder is consistent in her guidance and support as to what is, and is not acceptable behaviour. Children respond to the childminder's gentle suggestions to tidy up and share their toys. This develops their ability to play cooperatively and gradually learn about the needs of others. Children's safety is secure because the childminder undertakes risk assessments of her home, which ensures that all areas where children play or rest are safe. Children sleep in travel cots in quiet areas of the home. The childminder supports them to sleep and checks on them regularly to ensure they are comfortable and safe. She has appropriate fire detection equipment and carries out regular fire evacuation procedures with children. This raises children's awareness of procedures to follow as they practise skills in evacuating quickly.

The childminder effectively promotes children's good health through following positive hygiene procedures and practices. This meets children's physical, nutritional and healthcare needs. Children sit together to eat snacks and lunch, which introduces them to the social experience that meal times bring. The childminder also helps the young children to develop new skills, such as feeding themselves, by allowing them to hold spoons to practise scooping pasta. Children concentrate on this exercise and smile at their

achievements.

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

This inspection was brought forward following concerns raised with Ofsted about the childminder's arrangements for supervising children during rest and sleep times. At the inspection, the childminder demonstrates good arrangements and facilities in the home for children to rest and sleep. The childminder risk assesses her home and ensures she frequently checks sleeping children who occupy an upstairs bedroom and downstairs sitting room to ensure they are safe. The childminder has a good understanding of her statutory responsibility to meet the requirements of the Early Years Foundation Stage. She maintains relevant documents such as risk assessments, accident records and signed medication requests. Parents have access to written policies and procedures. This keeps them informed of the systems the childminder has in place to best support their children's welfare and development. The childminder checks the identity of visitors and ensures all adults living in the home have Disclosure and Barring Service checks to confirm their suitability.

The childminder regularly reflects on the service she provides. She is very proactive in seeking extra training to provide her with up-to-date information. This enables her to include this in her policies and procedures. The childminder has met the recommendations from her last inspection. She observes and plans activities appropriate to children's next steps, linking them to relevant guidance that supports the Early Years Foundation Stage. The childminder does not currently care for children after school but demonstrates her understanding of providing suitable activities that link with their school activities.

The childminder forms friendly relationships with parents. Written comments received from parents are positive and show they are included in their children's learning. Parents and the childminder work together well to actively address any areas of children's development to provide them with extra support. The childminder demonstrates a good knowledge of working in partnership with other professionals and settings to support children's learning and development. This ensures that children's future care and learning is secure with the childminder.

### **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

<b>Unique reference number</b>	138102
<b>Local authority</b>	Merton
<b>Inspection number</b>	959393
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/12/2008
<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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