

Inspection date	19/08/2014
Previous inspection date	26/02/2014

The quality and standards of the early years provision	This inspection:	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

- The childminder offers a welcoming, well-organised home environment. Children develop close relationships with the childminder and each other.
- Children take part in a wide variety of interesting activities and experiences according to their age and needs. This supports their good progress in their development.
- The childminder works closely with parents and keeps them well informed about their child.
- The childminder is committed to providing a good quality service and takes prompt and effective steps to make any necessary changes to meet requirements.

It is not yet outstanding because

- The childminder does not fully develop opportunities for children to use everyday technology to support 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 observed children taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read letters from parents and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The childminder registered in 1995. She lives in a three-bedroomed house in Wallington, within the London Borough of Sutton. The downstairs of the house is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children aged under 8 years on roll, three of whom are in the early years age range. The childminder also cares for older children. The childminder cares for children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to use everyday technology to further support their understanding of the world.

Inspection judgements

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

The childminder shows a good understanding of how to support children's learning and development through play. She welcomes all children into the setting. She makes sure she gathers as much information as possible about each child's background, starting points and needs before they start. She talks to parents as children settle in and asks them to fill in detailed 'All about me' forms. This helps her get to know children well so she can provide all the support they require. The childminder makes regular observations of children's achievements and plans a wide variety of interesting activities that build on their interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. The childminder keeps parents well informed. She talks to them every day and completes a daily diary that includes useful information about activities and routines. She keeps parents up to date with her observations and children's next steps. This means parents are effectively involved in their child's learning.

The childminder helps children learn a range of useful skills that prepare them well for the next stage of learning and for school. She skilfully promotes their communication skills when she talks to children all the time and asks questions to build vocabulary and extend conversations. Consequently, children make particularly good progress in this area of their development. The childminder successfully fosters children's interest in books by making sure a good selection is always available for them to choose from. She makes good use of daily routines and activities to promote children's understanding of shape, size and number. She talked to children about shapes as they made models with the play dough and they counted together during a fishing game. The childminder helps children learn to

use tools, such as a tape measure, to find out how tall they are. She gives children the time and space they need to solve simple problems for themselves, offering guidance and support. Children learn about the world around them when they plant vegetables, such as tomatoes or peppers, in the garden. They have opportunities to explore the natural world, for example when they used a magnifying glass to examine a snail closely. However, the childminder has not fully developed opportunities for children to use everyday technology. For instance, they do not currently have access to technology such as computers, cameras or programmable toys to promote their understanding of the world and help them develop useful skills for the future. Children benefit from a balanced daily routine and are stimulated well throughout their time with the childminder.

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

Children are confident and settled in the childminder's home. They have warm and affectionate relationships with the childminder. The childminder follows children's home routines when they start and is sensitive to their needs. She makes sure she discusses children's individual needs with their parents as necessary and works with them closely, for instance, to meet any health care needs. This supports children's emotional and physical well-being and prepares them well for transitions and changes in their lives. Children respond well to the childminder's calm, gentle approach. They quickly learn the rules and expectations of the setting, such as when to say 'please' and 'thank you' at meal times. Consequently, children's behaviour is good.

The childminder's home is well organised, safe and welcoming. She completes daily checks of the home and garden to make sure that children can play safely. She makes sure that precautions are in place as needed, such as safety gates, and that any hazardous items are out of reach. The childminder supervises children vigilantly and makes sure that they are always within sight and hearing. Children learn about risks and how to keep themselves safe when the childminder reminds them to sit at the table when they eat. They take part in regular fire drills so that everyone knows what to do in an emergency. Children grow in confidence and independence as they move safely around the home. They go to get their own shoes when they want to go outside and help themselves to a good range of resources and play materials.

The childminder promotes children's health and well-being effectively. Children learn to manage their own personal needs when they wash their hands before they eat. They play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise. They enjoy practising their existing physical skills and learning new ones as they kick balls or play a game of skittles with the childminder.

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

Since the last inspection, the childminder has significantly improved her knowledge of safeguarding and now shows a good understanding of requirements. She makes sure that

children are never left unsupervised with anyone who has not been vetted and children remain within her sight or hearing at all times. She has updated her child protection training and is familiar with the procedures to follow if she has concerns about a child. She keeps all of the required paperwork to support the day-to-day running of the childminding setting. Records are well organised and up to date.

The childminder has a good understanding of the learning and development requirements. She monitors children's achievements closely and adapts activities where needed so that all children can take part. She works closely with parents and any other relevant professionals if children have additional needs to ensure that they benefit from a consistent approach. She reviews her practice regularly and has made good use of the support of the local authority to develop her knowledge and skills. She has met all actions set at the last inspection and, as a result, children now benefit from good quality care. In the future, the childminder hopes to obtain a childcare qualification.

The childminder provides parents with a wide range of useful policies, procedures and other written information about the service she provides. Letters from parents show that they value the childminder highly and feel their children are safe and well-cared for. They comment that the childminder is caring, compassionate and reliable. They value the good systems for communication and say their children are happy and very much enjoy the activities provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	139804
Local authority	Sutton
Inspection number	973082
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26/02/2014
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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