

Inspection date	19/08/2014
Previous inspection date	06/01/2014

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

- Children are making good progress in their learning because the childminder plans activities that stimulate their interests.
- Children's communication skills are developing well because the childminder makes best use of nursery rhymes and songs to support their speaking and listening skills.
- The childminder has a secure knowledge of safeguarding. She uses effective risk assessments to minimise hazards to children in her home and on outings.
- The childminder is keen to improve her provision by taking extra training in childcare.

It is not yet outstanding because

- There is currently minimal parental involvement in the childminder's plans for improvement and children's identified next steps in learning are not always sharply focused to enable parents to fully support their children's learning at home.
- There are few facilities for children to learn through using natural resources and become involved in active participation in caring for their outdoor environment.

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's play and adult and child interactions.
- The inspector and childminder did a joint observation of children's play.
- The inspector sampled the children's learning journey records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and her written self-evaluation.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children. The family lives in a house in the London Borough of Croydon. The home is close to public transport and there are parking facilities immediately outside. Children have the use of all downstairs areas and a garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range. The childminder employs an assistant.

The childminder speaks fluent English and Tamil. She is currently working towards level 3 qualifications in childcare and education. The childminder walks to schools to take and collect children and she attends local child activity groups.

What the setting needs to do to improve further

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

- enhance partnerships with parents to include their views on areas for improvement and to share more focused information about children's learning needs so they can support their children's learning at home
- extend children's enjoyment of nature by developing the use of natural materials, particularly in the outdoor area to enhance children's curiosity and explorations of the world around them.

Inspection judgements

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

Children are curious and enjoy the variety of resources that the childminder provides, which supports their independence and learning. They respond well to the childminder's ability to relate to their needs, which enables them discover and explore activities at their own pace. For example, toddlers liked to try all the activities available both inside and outside. They tried one then wandered off to explore another. The childminder carefully watched the children and tried to extend their interest to develop their concentration.

The childminder quickly learns what children find most interesting, such as making sounds and listening to music. Consequently, the childminder provides children with a wide range of both interactive toys, as well as other resources in the home that make different sounds. Children joyfully rattled shakers, drummed on saucepans and other resources, showing wonder at the different tones and sounds they make. The childminder supports children's learning well by singing nursery rhymes to support their emerging language

skills.

The childminder has high expectations of the children and introduces resources to stretch their physical and coordination skills. This is as a result of the childminder's accurate observations and assessments of the children's progress. She effectively supports children through their early developmental stages of crawling to walking by providing children with plenty of push-along and ride-on toys to motivate children to practise movement in different ways. The childminder also provides appropriate challenges for children by introducing activities that stretch their abilities such as painting using sponges. Very young children showed an interest and started to dip sponges into the paints to make patterns on paper. When the children showed they were finished the childminder helped them to learn colours by asking them to put the correct coloured lids on each pot. This shows the children's level of understanding and ability to follow simple instructions. Other creative resources, such as sand, water and small world toys support children to be imaginative. The childminder's good organisation of her home enables children to move freely from inside to outside play. Trips to local places of interest, including children's groups, enhance children's learning experiences and help them to become aware about their immediate community in which they live. However, the childminder does not make full use of her garden to enable children to use natural resources and explore the world of nature to develop their curiosity about plants and small creatures.

The childminder works well with parents to settle children. She adapts children's settling in to their individual needs, including daily routines for eating and rest times. The childminder shares information with parents using a daily diary as well as the many photographs and observations in the children's learning journals. This shows that the childminder regularly shares information with parents. However, her current systems do not successfully include parents so they can contribute to their children's progress and support their children's learning at home more effectively.

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

The childminder recognises the individuality of children and knows them well. This is because she takes time to gather information from parents during settling-in visits about their children's individual interests and their home routines. The childminder uses this knowledge well to provide children with continuity of care. Consequently, children show they are happy, content and enjoy the warm cuddles and affection the childminder provides, especially at times when they are tired or upset.

Children show they feel safe with the childminder. Children also develop a high degree of independence because the childminder organises her toys and resources well within children's reach. The childminder ensures her home is very safe and makes good use of safety gates to prevent children from going upstairs or into the kitchen area. When on outings the childminder carries out risk assessments and teaches children about being safe when walking home from school. For example, she asks them questions about how they cross roads and what safety precautions they need to take. This encourages older children to think for themselves, increases their independence and supports their safety and well-

being. The childminder is a good role model and she is kind and caring. She encourages children to use good manners and has clear and consistent boundaries to support children's positive behaviour. The childminder also adapts her behaviour management to the age and understanding of each child in her care. As a result, children learn to behave well and respect others.

The childminder supports children's good health through daily exercise in the fresh air. The children enjoy frequent drinks of water and home-cooked meals, which support their good health. Children also have opportunities to make friends with other children because the childminder takes them to larger social children's groups in the area. This supports children's growing awareness of diversity and enables them to manage change, which is necessary for when they move on to school.

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

The childminder has made a complete review of her provision since the last inspection. She has acted promptly to actions and taken measures to make improvements. As a result, the childminder is now providing a safe environment where children have good opportunities to develop and learn. The childminder has robust procedures in place to keep children safe and protect them from harm. She understands her responsibilities well and ensures her assistant is also aware of the procedures to safeguard children. The childminder makes good use of risk assessments to help to ensure that her home is safe and secure. This allows children to have maximum freedom to explore their surroundings comfortably.

The childminder has a clear system for monitoring children's progress and the education programmes. She follows and tracks children's development well and she understands the importance of accurate assessments, for example the assessment for children's progress checks at the age of two years. As a result, the childminder is planning well for children's individual needs and is able to identify areas where children require extra assistance to make good progress. The childminder has a good understanding of working in partnership with parents and other agencies to provide extra support where there is a need to support children's learning and welfare effectively.

The childminder is reflective in her practice and uses the self-evaluation process to consider areas for development to improve outcomes for children. The childminder shows commitment to her training needs by accessing short courses, such as for planning, observation and assessments. She is also working towards gaining a formal childcare qualification. This will help her to make continuous improvements as well as ensure that she is able to pass her knowledge on to her assistant to help her future development.

Parents receive good information about the childminder's provision. She shares her policies, procedures and details about additional aspects of her provision. The childminder keeps parents up to date on what their children do through daily friendly exchanges and diary. However, there is currently minimal parental involvement in the childminder's plans

for improvement with regard to types of activities she provides. This hinders the childminder in ensuring children have consistent challenges that support their next steps both at home and when they transfer to nursery or school.

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	EY460995
Local authority	Croydon
Inspection number	965399
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	06/01/2014
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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