

Inspection date	01/10/2014
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 provides children with plenty of loving attention, which helps them to settle quickly and enhances their confidence within the setting.
- Children have a wide variety of age-appropriate, interesting toys in the playroom and in the garden.
- Parents are very positive about the support the childminder gives, both to them and to their children.
- The childminder ensures children's safety by taking appropriate measures to assess and minimise risks in the areas children have access to.

It is not yet good because

- The childminder does not provide parents with a short summary of children's progress in the prime areas when they are between the ages of two and three years.
- The childminder has not kept Ofsted informed of changes in her household.
- The childminder does not maximise opportunities for children to practise their counting skills and develop an understanding of numbers during play activities.
- The childminder does not make the most of her discussions with other settings that children attend, to provide fuller consistency and continuity in their learning.

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 had a tour of the childminder's home and areas where children play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning records and a selection of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and suitability and that of adult members of her household.
- The inspector invited the childminder to participate in a joint observation.

Inspector
Gillian Cubitt

Full report

Information about the setting

The childminder registered in 1991. She lives with her husband and five adults, four of whom are her children. The family live in a house in a residential area of South Croydon. The ground floor is the main area used for childminding, where children have a playroom. There is a garden available for outdoor play. The family has a variety of pets, including a rabbit and chickens in the 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 in the early years age group on roll. The childminder takes children to local groups and parks.

What the setting needs to do to improve further

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

- follow correct procedures to notify the registering body of any information about changes to the household or in the persons aged 16 or older living or working on the premises
- implement procedures to complete a progress check for children between the ages of two and three, providing parents with a short written summary of their child's development in the prime areas, identifying the child's strengths and any areas where the child's progress is less than expected.

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

- develop further relationships with other settings that children attend to enhance their continued learning.
- support children's early awareness of numbers by including counting and sorting more during play activities

Inspection judgements

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

The childminder uses her experience of caring for children and her understanding of the learning outcomes to help children to make steady progress. The childminder has a knowledge of the early years outcomes document and she makes some observations to track children's progress. However, the childminder lacks sufficient knowledge of formal

assessment processes, such as the required progress check for children between the ages of two and three years of age. This means that the childminder is not systematically following the guidance to ensure gaps in children's learning are identified early to enable them to receive the appropriate support. Nevertheless, the childminder provides children with a welcoming environment and a wide range of activities that they enjoy. For example, children pursued their interest in trains when they constructed a wooden track. The childminder supported children's communication by asking questions about the colours and the train names. The children also had an opportunity to construct their favourite train with resources such as cardboard cylinders and yoghurt pots. This supports children's creativity. The children are beginning to count; however, the childminder is not fully engaging them to develop an understanding of numbers and counting during play. For example, by methodically counting tracks as children fixed them together. Children show confidence in asking the childminder for assistance to help them draw, with which the childminder willingly complies. For example, the childminder drew a spider on request and talked about the spider size and showed children that there are eight legs. However, this part was rushed so children did not have time to understand, confusing their counting skills.

Children's general well-being is discussed with parents at the start and at the end of the day. The childminder also shares with parents photographs of activities that children enjoyed. Parents' views are very positive about the service the childminder provides. They appreciate that she is always on hand for advice and say that the childminder is 'fun, fair and very loving'. The partnership is very friendly and the childminder offers parents reassurance and consistency in their children's care.

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

The children are happy and show they feel safe and secure. This is because the childminder forms strong bonds and secure attachments with the children. The reassuring cuddles and checking by the childminder means the children are settled. This helps the children to build a fondness for their childminder, knowing she is always there. The information the childminder gathers when children start enables her to work with their routines to give them the appropriate support. This includes children who are learning English as an additional language or where children may require extra support in their development. For example, she implements a star system to help children to move from wearing nappies to independently using the toilet.

The childminder respects children's views and she values their opinions as she offers them choices. For example, toys are easily accessible both in the playroom and in the garden. Children are therefore able to develop their interests and independence by having a variety of choice. The childminder praises children for helping and tidying up, which helps their positive behaviour. Children are polite and behave well.

The childminder talks to children about healthy eating as they enjoy their fresh fruit snacks, such as oranges and bananas; water is always available. The childminder also speaks with parents with regard to healthy food choices to support children's balanced

diet. Children learn about daily hygiene routines as she encourages and supports them to see to their healthcare needs. Children learn to ask to go to the toilet and dress themselves. These skills support them as they move to other settings or school.

The childminder makes satisfactory risk assessments of her home. For example, she has smoke detectors in place and has gates in the garden to prevent children's access to the greenhouse and chickens. The childminder correctly maintains a record of any accidents and shares this with parents.

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

The childminder demonstrates how she keeps children safe through her risk assessments and the secure procedures she follows if she has a concern about a child in her care. This ensures children's safety and wellbeing. The childminder also ensures that all persons in her household have appropriate vetting checks to safeguard children. However, the childminder has not informed Ofsted of changes to her household, which is a breach of the safeguarding and welfare requirements.

The childminder strives to continuously improve by addressing the actions and recommendations from previous inspections. She also endeavours to keep up to date with the requirements of the Early Years Foundation Stage. Consequently, she has an understanding of her responsibility to meet the learning and development requirements. She knows and understands the seven areas of learning and provides age-appropriate activities that meet the needs of children in her care, which helps their progress. The childminder works closely with parents. They have a friendly, trusting relationship, which makes children feel happy and secure. However, the childminder is not addressing the requirement to share formal progress checks for two-year-old children with parents, to summarise the progress they are making. The childminder effectively shares information with parents. For example, her policies and procedures with regard to practice and making a complaint, which helps to safeguard children. Partnerships with other providers are in place. The childminder is aware of the settings and schools that children attend and has had some positive discussions with them with regard to children's activities and settling-in. However, the childminder is not proactive in thoroughly checking the assessments that other settings carry out on children to support their continuous learning with appropriate challenges.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes of circumstance no later than 14 days after the change occurs (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance no later than 14 days after the change occurs (voluntary part of the Childcare Register)

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	124590
Local authority	Croydon
Inspection number	813148
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	20/04/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

