

<b>Inspection date</b>	28/11/2014
Previous inspection date	25/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 works in good partnerships with parents, using a shared approach to help children to develop and learn.
- Children are very settled and relaxed in the childminder's home, and develop strong bonds with her.
- The childminder is respectful and considerate towards children so that they learn to behave well.

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

- The childminder does not make full use of labelling to support children's literacy.

## 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 activities and interaction between the childminder and children.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

## Inspector

Jane Bull

## Full report

### Information about the setting

The childminder registered in 1993. She lives in a house in Worcester Park, Surrey, which is accessible via a flight of steps. The childminder uses the ground floor for childminding, which consists of a lounge, a dining room, which serves as the main playroom, and a kitchen. She also uses the bathroom and one bedroom on the first floor for childminding. There is an enclosed garden available for outside play. The childminder has a pet Dalmatian dog. There are four children on roll, one of whom is in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works each Wednesday, Thursday and Friday from 7.30am to 6pm all year round.

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

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

- provide further opportunities for children to extend their literacy skills.

## Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She uses this to provide activities that interest children and encourages them keen to join in. For example, at the inspection children who liked cooking acted out making cakes and baking them. Children had the opportunity to have uninterrupted time to play and explore and learn through taking on the role of a chef. The childminder successfully extended the activity by discussing the ingredients the children had used with them. This helps children to develop their vocabulary and thinking skills. Children showed they were actively learning through their role-play as the childminder motivated them by praising their efforts. As a result, they concentrated and focused on what they were doing and demonstrated that they are making good progress in their development.

The childminder shares information with parents through conversation about what their children have been doing on a daily basis. This helps the childminder to provide children with good continuity of care. The childminder is aware of the progress check for two-year-old children and her responsibilities in completing the report. She knows the children she cares for very well, including the next stage in their development. This means that the childminder can effectively identify potential gaps in children's progress and ensures that parents are fully aware of how their children are progressing.

The childminder provides children with a good balance of activities, some of which she plans, such as Christmas craft, and others that the children initiate. This means that

children have a good range of learning opportunities. For example, at the inspection children built towers and houses out of wooden blocks, with the childminder's support. Children giggled as the tower began to wobble and fell over. This activity helped children's physical development and early maths skills as they counted the bricks as they stacked them up. The childminder talks to the children as they play and supports them to think by asking open-ended questions. This approach helps children learn the art of conversation and to develop their communication and language skills. The childminder encourages children's interest and enjoyment of books and literacy through a wide variety of age appropriate books. However, the childminder misses some opportunities to develop children's literacy further, for example by labelling the storage for toys and resources.

The childminder ensures that children enjoy a wide variety of activities in the enclosed garden. They learn about the natural world from digging, planting and harvesting vegetables at an allotment with the childminder. This supports children's physical development and understanding of the world around them. The childminder enables children to enjoy a good variety of regular outings to organised groups. This gives them the opportunity to experience different activities, and meet and play with larger groups of children. Therefore, children develop their social skills in preparation for the next stage of their learning.

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

The childminder completes thorough risk assessments for outings and daily visual assessments of her home. She uses these to identify extra steps to take to keep children safe. For example, she now has cards recording children's emergency contact details when she leaves her home. This promotes children's safety and shows the childminder is able to take action to minimise potential hazards. The childminder is particularly aware of the risks involved in having a dog and makes use of her pet management policy to make sure children learn about how to treat the dog safely and with respect.

The childminder teaches children how to keep themselves safe. They practise regular fire drills, which they discuss together afterwards, so children know what to do in an emergency. Children are gaining an understanding of risk because the childminder discusses and teaches them about road safety when they walk together to and from school. This helps children to develop a good understanding of safe practices. The childminder is able to take appropriate action in the event of an accident as she has a current paediatric first aid certificate.

The childminder effectively promotes children's understanding of having a healthy lifestyle. For example, children eat fresh fruit at snack time. The childminder reinforces the importance of a healthy diet by talking to them about healthy food choices. The childminder helps young children to become independent by encouraging them to feed themselves at mealtimes. This means that children are learning to develop a healthy attitude to food. The childminder implements good hygiene procedures by providing children with individual named hand towels to reduce the risk of cross infection. This supports children to understand about good personal hygiene, encourages independence

and helps prepare them for changes in their lives, such as starting pre-school.

The childminder is polite to children and sets a good example of acceptable behaviour. She has house rules that children know to follow, which helps them to develop their social skills. Children demonstrate that they feel very secure in the childminder's home by snuggling in when she reads them a story. Parents comment that the childminder is very good at settling in babies. They say that their children are 'happy and safe' in her care from the start. The childminder talks to parents about their children's specific needs before she starts to look after them. This helps the children to develop secure relationships with her through continuity of care.

The childminder regularly rotates the selection of toys available so that children continue to find them interesting. She makes sure they are relevant to their interests and children can access or combine them in a variety of ways. This stimulates children's learning and supports their all-round development. As a result, children develop their self-confidence due to the stimulating environment the childminder provides.

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

The childminder is aware of the benefits of self-evaluation and reflects on her practice to identify priorities for improvement. She regularly monitors her provision to make sure she provides a wide range of activities that help all children make good progress. For example, she recently bought new resources to extend children's love of role-play. The childminder talks to parents to gain their views. She liaises with the early years department in the local authority who advise her on how to develop her practice further. This shows that she is involving the views of others to help improve her provision. The childminder observes children to ensure her teaching continues to have a positive impact on their development and learning. She has effectively addressed the actions and recommendations made at her last inspection. This shows that she knows how to evaluate her provision well and is able to make beneficial changes to improve the service she provides.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children use resources that promote all areas of learning, indoors and outside. The childminder demonstrates a good knowledge of children's abilities and progress. She provides a safe environment for the children to play and learn, and regularly reflects on safety. This shows that she is aware of possible dangers to the children. The childminder has recent safeguarding training and uses this to inform her knowledge of the safeguarding and welfare requirements. She clearly displays information for parents about child protection and shares her safeguarding policy with them. The childminder knows to report any concerns she may have to the relevant authorities. This shows that she knows about child protection issues and children are safe in her care.

The childminder's policies, which she shares with parents, underpin the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Parents sign to say

they have read and understand these, demonstrating that the childminder works in partnership with parents well. The childminder also has a very good awareness of the benefits of working in partnership with other providers and shares information with the schools that children attend. This promotes consistency in care and learning for all the children. Parents are very positive about the care the childminder provides, commenting that it is a 'safe, caring and well rounded environment' for their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	139707
<b>Local authority</b>	Sutton
<b>Inspection number</b>	813961
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/02/2009
<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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