

<b>Inspection date</b>	16/12/2014
Previous inspection date	27/03/2009

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## **The quality and standards of the early years provision**

### **This provision is good**

- Children make good progress in all areas of learning and development because the childminder understands how they learn and uses effective teaching skills.
- Effective partnership with parents and other professionals means that the childminder recognises and promotes the individuality of children, to meet their needs effectively.
- The childminder has a clear understanding of safeguarding procedures, which means that children are protected from harm.
- Children's behaviour is good because the childminder praises their achievements, which builds their confidence and self-esteem.
- Children are happy and confident in this homely and welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs.

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

- Opportunities are not always provided for children to further develop their interests in reading and literacy.
- Occasionally the childminder does not fully extend the opportunities for children to build upon their independence skills, for example allowing children to wash their own hands.

## 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 the interaction between the childminder and the minded children.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at policies, children's developmental records and a range of other documentation.
- The inspector accompanied the childminder to the local nursery school where she collects minded children.

## Inspector

Mauvene Burke

## Full report

### Information about the setting

The childminder registered in 1992. She lives in a three bedroom house in Raynes Park in the London Borough of Merton, with her adult son. Children have access to all of the downstairs area, the garden and one bedroom on the first floor for sleeping. The home is within easy walking distance of several schools and parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll of which two are in the early years age range. The family has a large fishpond which is located at the front of the house.

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

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

- support children's interest in reading further, for example by supporting them to learn words by making the environment rich in print
- extend opportunities for children to complete a task independently in self-care, such as washing their own hands and faces, in order to enhance their independence.

## Inspection judgements

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

Children make good progress in their learning and development across all areas of learning. Information received from parents at the start of the placement forms the basis of the childminder's knowledge of what children know and can do. The childminder supports children's learning by joining in with their activities. For example, she helped the children to make shapes with the play dough and together they talked about how they were rolling the dough to make the shapes needed. As their language skills are effectively supported, children feel confident and are encouraged to engage in conversation, strengthening their personal, social and emotional development. The childminder teaches the children words such as 'thick' and 'thin' and talks about 'quarter' and 'halves'. This helps to promote children's language and communication skills and mathematical development while engaged in the activity. Children enjoy a wide range of suitable resources, most of which are easily accessible and very well organised within the home to meet their children's interests. Children are supported to recognise letters and begin to write their own names. This supports their good progress and ensures they develop key skills needed for school. However, the childminder does not enhance children's learning that print carries meaning, for example by using signs and labels in the environment to help children to further develop their literacy skills. The childminder uses praise effectively to build children's self-esteem by recognising their efforts and achievements.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Through regular assessment she has a good knowledge of individual children's developmental needs and the starting points of new children. The childminder has effective methods in place to track the individual progress that children make and successfully identifies their next steps in learning. She uses this information effectively to devise activities that concentrate on supporting individual children in their learning. The childminder has a good understanding of child development and the quality of her teaching is good. She is able to talk confidently about the children and their capabilities. She understands their different natures well. The childminder has an appropriate awareness of the need to complete the progress check for two-year-old children and that it is a tool to support early intervention, if required.

Parents are encouraged to share information about their children's learning and development during discussions with the childminder. They are well informed about the children's achievements. This is because the childminder talks to them about what their children have been doing each day when they are in her care. The childminder shares valuable records of assessment encouraging parents to make comments, which they do. As a result, the childminder and parents are working closely together to ensure all children continue to make good progress both in the setting and at home.

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

Parents contribute information about their child's care and learning needs on entry to the childminder's setting. This enables children's individual needs to be met straight away. This supports their emotional well-being and confidence for the next stage in their learning. Children feel secure in this homely environment because regular routines are in place. For example, they have good opportunities to sleep and rest, which meets their individual needs effectively. In addition to this, children demonstrate they are emotionally secure and happy in the childminder's care. For example, children enjoy cuddling up with the childminder when listening to a story and ask her to sit next to them during activities. Simple explanations and the childminder's good use of resources develop their understanding of equality and diversity. This helps them to accept each other's differences and build strong relationships with each other. The childminder works closely with parents by continually discussing routines and the changing needs of their children especially as some of the children now attend nursery school.

The provision of meals is a joint venture between the childminder and parents. They work in partnership to ensure that meals and snacks provided for children are healthy and well balanced. The childminder encourages children to make healthy choices at snack times. She offers them a wide range of fruit and explains that biscuits are only allowed once they have eaten a healthy option. The childminder does not always promote children's independence regarding their self-care effectively. This is because the childminder does not let children wash their hands by themselves, instead she wipes their hands and mouths with a flannel. The childminder acts as a positive role model for children, treating them with respect and modelling the use of good manners at all times. She manages their

behaviour in a way that is appropriate for their individual age and stage of development and reinforces positive behaviour through effective use of praise. As a result, children behave very well and develop skills such as sharing and taking turns.

Children are cared for in a safe, well-resourced and secure environment where hazards are minimised. While out walking children learn about how to cross a road safely. Children also have a good knowledge of what to do if there is an emergency within the home. This is because the childminder talks with them about safety and they regularly practise fire drills. Children show that they feel safe, as they talk confidently about their home life and express their views if they no longer want to play with an activity.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed basic safeguarding training and demonstrates a secure awareness of some of the signs and symptoms that would alert her to any child protection issues. Effective safeguarding policies and procedures are in place which the childminder uses efficiently in acting quickly if she has concerns about a child's welfare. Written risk assessments are in place for both indoors and when children are taken on outings. These clearly demonstrate how the childminder addresses any potential hazards. Consequently, children's safety is promoted at all times.

The childminder has evaluated her service and knows her strengths and areas she would further like to improve. Consequently, the quality of teaching is good and children make consistently good progress. The childminder has made significant improvement following her last inspection. For example, she now formally assesses children's development and regularly uses guidance to improve the accuracy of her assessments. As a result, she has a greater understanding of the children's individual needs and plans more purposeful activities to ensure children make good progress. In addition, she has developed the partnership with parents in that there is a two-way flow of information which promotes continuity of children's learning and development. This demonstrates the childminder's commitment to making continuous improvement to the outcomes for children.

The childminder has good relationships with parents. She regularly shares with them details of their child's achievements and progress. For example, the parents have daily access to their children's learning journals, and the childminder encourages parents to be part of the service she provides. This helps parents to continue to extend their child's learning at home. Partnerships with schools and the local nursery are very good, contributing to good outcomes for children.

### **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. 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>	138064
<b>Local authority</b>	Merton
<b>Inspection number</b>	843032
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/03/2009
<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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