

Inspection date	12/01/2015
Previous inspection date	01/03/2011

The quality and standards of the early years provision	This inspection:	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		1
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 effective interaction between the childminder and children encourages them to learn new skills and develop of close relationships. This enables children to feel secure and develops their self-esteem, giving them a sense of belonging.
- Children's language and communication skills are a prime focus in the setting and the childminder encourages their progress through ongoing conversation and the introduction of new vocabulary during play.
- The childminder ensures the learning environment is safe, to promote children's safety and well-being.
- Overall, the childminder works closely with parents and other early years settings that children attend, which helps to ensure children's individual needs are effectively met.

It is not yet outstanding because

- Systems to enable parents to extend children's learning at home are not consistent.

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 discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the childminder and children, and spoke to them at convenient times throughout the inspection.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and two children one of whom is an adult. The home is located in Carshalton situated in the London Borough of Sutton. All areas of the home are used for childminding purposes apart from the children's bedrooms on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has five children on roll in the early years age range. The childminder holds a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- improve the ways of sharing information with parents about their child's progress to help them guide their child's development at home.

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 the Early Years Foundation Stage. She provides an effective range of interesting and challenging experiences that meet the needs of all children. The childminder plans her day effectively to provide opportunities for children to engage in a balance of adult-led and child-initiated activities. This helps to keep children motivated and involved so they are eager to try new things and learn. As a result, children make good progress in their learning and develop skills for their future learning. The childminder skilfully uses observations and assessments to monitor children's progress and plan for children's next steps for learning. Parents with older children are fully involved with their children's education. They are asked to share learning from home and to support children with weekly home work based on their next steps. This encourages a two-way flow of information relating to children's learning in the setting and at home. However, parents with younger children are not updated as regularly about their child's next steps to enable them to do the same. At the start of a placement, the childminder gathers useful information from parents. This gives her a clear picture of children's starting points. The childminder is aware of her responsibility to complete the progress check for children aged two years.

The childminder encourages children to become skilful communicators. She constantly engages children in conversations, which encourages them to listen and link words to actions. She uses open-ended questions to promote older children's thinking and communication skills. Children's mathematical development is fostered well. Children are learning to count and understand numbers through a range of everyday practical

experiences. For example, children count the stairs as they go upstairs to use the bathroom. Some children enjoy completing large floor puzzles which encourages their problem-solving skills as they work out where the pieces fit.

Children have daily opportunities to be creative and develop their imagination through access to a range of musical instruments. The children and the childminder sing favourite nursery rhymes as they shake and rattle the instruments to create their own music.

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

The childminder's home is friendly, welcoming and child-centred. Children have ample space to move around freely. As a result, they are building secure and positive relationships with the childminder. She spends plenty of time supporting individual children in their play and learning. Children are encouraged to be independent appropriate to their ages. For example, older children cut up their fruit at snack time. Younger children have their own spoons when feeding so that they are actively involved in the process. Children are beginning to learn about their own safety and taking risks. For example, the childminder provides the clear space for younger children to build on their newly acquired walking skills. Older children learn the importance of keeping themselves safe by taking part in regular emergency evacuation drills and learning about road safety on outings.

Children have excellent opportunities to learn about the importance of a healthy lifestyle. They enjoy investigating food such as sweet peppers, mushrooms and onions. The childminder encourages children to smell, feel and taste the food. There are effective hygiene routines implemented throughout the day to promote children's good health. For example, children wash their hands after using the toilet, having their nappy changed and before meals and snacks. The childminder ensures that drinking water is available to the children at all times so that they do not get thirsty. The childminder has a wide range of toys and equipment which are organised well in low-level, labelled storage units. This encourages children to choose their play and to develop a sense of independence. The equipment is suitable for the children's ages and stages of development. Children's personal, social and emotional development is promoted well. For example, on a weekly basis children attend events at local playgroups and drop-ins. This enables them to develop essential social skills to build and maintain relationships with new friends.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements. For example, she knows what to do if she has concerns about a child in her care. The childminder has carried out a risk assessment in all areas that the children come into contact with and has put in place some safety features, such as stair gates to restrict children's access to the other rooms. All the required documentation, policies and procedures are in place to underpin children's safety and welfare.

The childminder demonstrates an effective understanding of her responsibilities in meeting the learning and development requirements and children are making good progress in their learning. The childminder has built positive professional relationships with parents, overall. The childminder has established effective working relationships with other settings that children attend to promote continuity of care and learning.

The childminder evaluates her provision effectively to identify areas for improvement. She has successfully met the actions and recommendations set at her last inspection. As a result, children's safety and learning experiences have improved. The childminder has attended a number of training courses, to enhance her childcare knowledge and skills. She has attained a National Vocational Qualification at level 3 and attended training to help her support children with their speech, language and communication. Parents contribute to the evaluation of the setting and have positive praise of the care and learning provided. This effectively contributes to a continual two-way flow of information. This demonstrates the childminder commitment to continuous improvement.

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	EY260237
Local authority	Sutton
Inspection number	814553
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	01/03/2011
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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