

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 30 March 2015   |
| Previous inspection date | 16 October 2014 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Inadequate  | 4        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The enthusiastic childminder supports children to make good progress in their learning and development. She provides a good range of toys and resources and sets up play space so children are able to choose what they want to play with independently.
- The childminder provides a nurturing environment in which children form strong relationships and feel safe and secure. Children are well-behaved and they develop independence skills through routine activities. She gives gentle reminders to remind children how to keep safe when out walking.
- The childminder has a secure knowledge and understanding of her role and responsibilities. She has updated all her policies and procedures to promote children's health, safety and well-being.
- Positive relationships are established with parents. This enables children to benefit from a supported and coordinated approach to their care and learning.
- Partnerships with other professionals are well established. The childminder has worked hard in partnership with her local authority advisor to improve her service and better outcomes for children.

### It is not yet outstanding because:

- The childminder has not fully explored opportunities to enable children to discover even more about the natural world and learn through sensory experiences.

## What the setting needs to do to improve further

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

- develop further the range of natural resources and learning opportunities in the garden to support children's understanding of the world.

### Inspection activities

- The inspector observed activities in the home and spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed with the childminder how she supports children's learning and development, assesses their abilities and monitors their progress.
- The inspector checked evidence of the childminder's and household members' suitability, training certificates, safeguarding procedures and risk assessments.
- The inspector took into account the parents' written comments.
- The childminder has implemented all actions and recommendations from the last inspection.

### Inspector

Janet Thouless

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder observes and assesses children's learning well, and plans the next stage in their learning effectively. She uses information gathered to plan exciting activities that children are enthusiastic to participate in. For example, children explore play dough, making different animals shapes. They use their imagination and tools well to manipulate the dough and change their creations. Children draw pictures of animals and talk with the childminder about the pictures they create. The childminder extends their learning by asking meaningful questions that challenge their thinking and support their problem-solving skills during their play. Children play confidently by themselves, becoming immersed in imaginative play. They benefit from prolonged periods of uninterrupted time to play and experiment. This means they remain engaged and focused on activities. The childminder reads books children choose. She skilfully extends the children's understanding of early reading skills by talking about the characters, pictures and story structure.

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

The childminder is caring and supportive. Children happily separate from their parents and quickly settle when they arrive. The childminder has a calm, caring and patient manner and is a good role model. She gives children her individual attention, which means each child feels valued and special. They genuinely enjoy being in the childminder's company. Children are aware of the rules and boundaries, and the childminder promotes sharing and cooperation with others. The childminder meets children's dietary needs, providing wholesome meals and snacks. Children manage their own personal hygiene well and quickly become independent as they understand how to do this and why they need to do it. Children play on large equipment at the local park and in garden play, which promotes their physical skills and confidence.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She has a clear understanding of her responsibility for safeguarding children, and knows the signs and symptoms that may cause concern. The childminder successfully implements the learning and development requirements. She observes and monitors the children's progress closely and identifies next steps for their learning. She makes improvements to her provision that benefit children. For example, she updates toys and resources that children show a particular interest in. The childminder attends training courses and reads childcare literature, which has a positive impact on outcomes for children. The childminder shares information with parents so they can support children's learning at home.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | 124779          |
| <b>Local authority</b>             | Sutton          |
| <b>Inspection number</b>           | 995677          |
| <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>  | 2               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 16 October 2014 |
| <b>Telephone number</b>            |                 |

The childminder registered in 1997. She lives in Wallington, within the London Borough of Sutton. The childminder speaks Gujarati and Hindi, and understands Urdu, as well as English.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

