

Inspection date

19/09/2012

Previous inspection date

18/12/2009

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 2

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 is satisfactory

- Children have access to a well resourced and welcoming environment, both inside and outside, which supports their all round development and emotional well-being.
- Parents contribute information on their children's starting points and they are kept well informed on children's progress. The partnership with parents is actively fostered to encourage parents to share information about their children's learning and development at home.
- Children's language and communication skills are a prime focus in the setting and encouraged daily through ongoing conversation and the introduction of new vocabulary during play.
- The good role model of the childminder promotes positive relationships and good behaviour and fosters children's emotional wellbeing.

It is not yet good because

- Although the childminder completes a self evaluation of the provision the method needs now to reflect on practice and encourage contributions from parents, to recognise areas for improvement, not just what is being done well.
- The risk assessments that are in place identify risks to children to minimise hazards however the childminder now needs a system to assess the identified risks to children on a daily basis and to keep a record of these checks to ensure children's ongoing safety.

- There is a sound planning and assessment system in place to provide appropriate activities to children to help them make progress however these now need to include the intended learning outcome linked to the aspects of areas of learning and development.
- The deployment of the childminder and co-childminder within the setting is not effective in supervising children to ensure their safety at all times.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 regulatory inspector arrived unannounced at 10.45 a.m. showing Ofsted identification, and left the setting at 2.25 p.m.

The regulatory inspector explained the reason for the visit was because a concern had been raised about the security of the premises and the safety of children attending and that a full inspection will be carried out as a priority because of the information we have received.
- The regulatory inspector observed the premises throughout including the garden.
- The regulatory inspector observed children at activities throughout the visit.
- The regulatory inspector spoke to the childminder and her co-childminder throughout the visit.
- The regulatory inspector looked at children's learning journey's, planning, policies and procedures and required documentation.

- The regulatory inspector provided feedback to the childminder and co-childminder and gave an outcome judgement and an explanation that the report will be checked before publication and until then was confidential.

Inspector

Elizabeth Juon

Full Report**Information about the setting**

The childminder was registered in 1998. She lives with her children aged 20 years and three years in the London borough of Merton. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog, two cats, Degu's, goldfish and snails, all of which the children have some contact with.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, no more than two may be in the early years age group. She is registered on the Early Years Register, and on both the compulsory and voluntary parts of the Childcare Register. The childminder regularly works with another childminder and is registered to care for a maximum of eight children when working with another childminder. There are currently ten children on roll, five of whom are in the early years age group. The childminder takes and collects children from local schools.

What the setting needs to do to improve further**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure children are adequately supervised to ensure their safety by deploying practitioners to ensure children's needs are met (Staff:child ratios)
- devise a system to check risks to children on a daily basis and keep a record of the checks (safety and suitability of premises, environment and equipment)

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

- improve monitoring and evaluation systems by incorporating the views of parents and children and prioritising targets for improvement
- improve the sound planning and assessment system in place to include the intended learning outcome linked to the aspects of areas of learning and development.

Inspection judgements

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

The childminder is enthusiastic and committed to providing the children with good quality learning opportunities overall in a warm and homely environment. The childminder has effective systems in place to assess children's starting points on entry and to support the smooth transition between home and the setting, for example, ensuring children attend for settling in periods. Each day the children have access to a variety of play equipment set out by the childminder but are also able to independently access other items of their choice from the range stored in drawers or on open fronted shelves, such as art materials, play figures and books.

Children behave very well because they are fully engaged throughout the day in purposeful activities. They display a sense of security and belonging in the setting because they know what is expected of them, such as sharing toys, taking turns and including everyone. Children show kindness towards each other and they are developing good negotiation and cooperation skills, for example, when deciding which video to watch during the rest period after lunch.

Children learn about their own safety through discussion. When out and about, children are becoming aware of road safety and learn the safe places to cross the road, pressing the button on the crossing and waiting for the 'green' man. The childminder ensures this awareness is reinforced by parents at home.

Children have regular daily opportunities for fresh air and exercise. They enjoy ball games outdoors, drawing with chalks, using their imagination in the playhouse and learning physical skills on the slide and tricycles. The animals in the household help children to care for other living things and also learn about where food comes from when they collect the eggs chickens lay each day. Children's language and communication is enhanced in everyday activities, particularly meal times and, for example when the childminder introduces a new word such as 'shoal' when children are colouring in and cutting out fish shapes. The childminder is actively involved with children's play to help and support.

The childminder makes effective use of regular observation and assessment to ensure she has a picture of children's abilities. The childminder devises a weekly general plan of worthwhile activities to offer the children. However, the current system for planning and assessment does not include the intended learning outcome of an activity or link it to the aspects of areas of learning and development to ensure children are making steady progress through all areas. Overall children are making progress consistently in relation to their starting points and capabilities as they are able to be active learners and enjoy a wide range of experiences.

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

The children have excellent opportunities for daily outdoor play in the garden where they can develop their physical skills and increase their sense of well-being in the natural light and fresh air. Outdoor activities provide a range of opportunities to develop their senses, and knowledge and understanding of the world. Children are confident to take risks within the safe environment. The childminder and her co-childminder have recently reviewed the risk assessments to ensure the premises remain safe and secure as children become more confident and competent in their new found skills, such as opening windows. However, the childminder has yet to implement a system to check risks to children on a daily basis and keep a record of the checks to fully ensure children's safety everyday.

Children enjoy healthy, fresh food and to have regular drinks throughout the day. An awareness of healthy eating is encouraged as the childminder provides a varied, nutritious diet at the happy social mealtimes around the table. The children ate very well, choosing from pleasingly presented salad vegetables. They displayed dexterity using their utensils and younger children were helped and supported to feed themselves.

Children are learning to be independent in their self care routines. Hygiene standards are reinforced by the childminders and children know to wash their hands before eating food or after touching the dog. These independent skills the children are learning, prepares them for the transitions into nursery and school as they get older. Children have ample opportunities for rest and sleep to meet their individual needs.

The childminder ensures the planned activities reinforce the prime areas of learning to promote children's good behaviour and communication, for example children are polite, develop manners, take turns and concentrate during play. The experiences provided for children are a sound basis for children's all round development.

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

The childminder cares for children in a pleasant and well-equipped home and garden for outside, challenging play.

The childminder has in place a full range of policies and procedures and all the required documentation to underpin her working practice. This helps keep children safe and healthy. However, she has not securely reviewed her risk assessments to act upon all hazards to children; in particular, the security of the premises and keeping windows locked. Children were able to leave the premises for a short period of time and were potentially at serious risk though there was no negative impact on their safety. The childminder has addressed the weakness in security of the premises and in doing so has acted speedily to ensure children's safety at all times. The childminder was unaware of what children were doing as the supervision of the children was insufficient to prevent them from independently leaving the premises.

The childminder has a good understanding of safeguarding issues and is able to recognise signs of abuse or distress in children and would take appropriate action to seek help and advice should any child protection concerns arise.

The childminder has a well established and positive partnership with parents to meet the individual needs of their children. The childminder ensures that she keeps parents well informed about all aspects of their child's well-being through daily verbal discussions and written records. Children benefit significantly from the effective working relationship between the childminder and the parents, for example working together to promote children's awareness of safety issues.

The childminder has completed a written self-assessment to monitor the provision and is able to identify what is done well by herself and her co-childminder to meet children's needs. She has identified training needs to start to update her knowledge and skills with current information. However, the system of self evaluation is not sufficiently reflective to prioritise targets for improvement or incorporate the views of parents and children.

The childminder provides a variety of stimulating resources that are clean, in very good condition and easily accessible to children to aid independent decisions about their play and promote their self-care skills. Working together, the childminders plan daily and weekly activities that provide play and learning opportunities that encompass the seven areas of learning to promote children's development and enhance their progress.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. 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	138007
Local authority	Merton
Inspection number	884219
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	0
Number of children on roll	0
Name of provider	
Date of previous inspection	18/12/2009
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 that are usually their 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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