

Inspection date	11/06/2014
Previous inspection date	12/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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

- Children are happy and keen to learn, and rapidly grow in self-assurance. This is because of their strong relationships with the childminder.
- The childminder monitors her provision effectively and assesses areas to work on. She attends further training which benefits the children.
- The childminder promotes the children's learning well, across all the areas of learning, with the good range of resources available.
- The childminder promotes children's welfare effectively so they play and learn in a safe environment.

It is not yet outstanding because

- The childminder misses opportunities to promote children's early writing skills during everyday activities.

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 in the garden.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's progress records, planning documents, a selection of policies and procedures, and children's records.
- The inspector observed the childminder's interactions with children.

Inspector

Rebecca Hurst

Full report

Information about the setting

The childminder registered in 1993. She lives with her two adult daughters, in Wallington, Surrey. The whole of the ground floor is used for minding purposes and there is also a secure garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll. Of these, three are in the early years age range.

The childminder has a National Vocational Qualification in childcare, at level 3. The family has pet cats and a dog.

What the setting needs to do to improve further

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

- strengthen children's daily opportunities to practise their early writing skills.

Inspection judgements

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

The childminder enables children to make good progress in their learning and development. This is because she creates a vibrant, safe and enriching environment, where children can play, learn and develop. She promotes children's learning well because she provides a good range of activities and experiences covering all areas of learning. This effectively supports children because activities are interesting and individualised to meet their specific learning needs.

The childminder plans effectively to promote the children's individual needs. She uses her well-written assessments to assess the children's progress and to inform the planning. This enables her to promote the next steps needed in children's learning and development. The childminder tracks the children's progress to assess where they may need extra help in their learning. Given the children's starting points, they are making good progress in their learning and development.

The childminder is fully aware of her role in completing the required progress check for two-year-olds and sharing the summaries with their parents. She takes time to talk with the parents about what they are doing at home with their children and uses this information to inform her planning. The childminder also completes detailed progress checks so the parents can see the progress their children are making and what the childminder is currently working on with them. This allows the parents to work on these areas as well. This provides good continuity of learning for the children. The childminder also checks to see what activities the local nurseries are planning to do with the children

and enhances this further at home. This allows the children to progress further and provides them with continuity in their learning experiences.

Children thoroughly enjoy water play. The childminder extends the activity to teach the children about how things happen. For example, she teaches them how to make bubbles in the water using washing up liquid and a whisk. She also teaches children to explore objects that float and sink, and discover why this happens. Children of all ages enjoy the activity and the childminder makes sure she adapts experiences so that they can all learn. Children also enjoy various creative activities, such as painting and play dough experiences. However, the childminder does not consistently promote older children's early writing skills. For example, she sometimes writes the children's names on their creations for them, instead of encouraging them to attempt this independently. This slightly reduces opportunities for children to practise these skills. Nevertheless, children do enjoy painting and creating different pieces of artwork. Overall, the childminder provides good quality teaching experiences to ensure that children are progressing well and acquiring the necessary skills for school.

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

The childminder nurtures children's personal, social and emotional development well, because she is caring and supportive. She takes time to settle the children into the setting, and helps them to understand their feelings and how these can change. Children enjoy snuggling into the childminder when they get tired and need some reassurance during play. The childminder demonstrates a positive approach towards inclusion. She works closely in partnership with parents to meet the individual needs of all children. She shows a comprehensive understanding of each child's unique needs and keeps detailed information about their individual requirements. The childminder works closely with the parents to find out about, and meet, children's individual needs, including those with special educational needs and/or disabilities. She uses this information to successfully settle children into her home. The childminder shares information well with staff at other early years settings which provides continuity of care for the children. The childminder is very consistent in her approach to behaviour management. She sets clear and concise boundaries and teaches the children about her expectations. The childminder talks gently to the children to explain the differences between right and wrong, and this promotes their self-esteem. Given the children's ages and stage of development, they behave very well.

The childminder provides children with a well-stocked garden and resources that successfully promote their physical development. She makes good use of large apparatus, such as climbing frames in local parks for children to enhance their physical development.

The childminder has secure and effective measures in place to promote children's ongoing safety, in the indoor and outdoor environments, as well as on outings. Risk assessments are thorough. The childminder clearly identifies any hazards and the action taken to minimise them. Fire drills are carried out on a regular basis so children are aware of what to do in the event of an emergency.

Children thrive in an environment where the childminder maintains a good standard of hygiene. All children learn about good hygiene routines, for example, through washing their hands at appropriate times throughout the day. Each child has their own towel to use, which helps to protect them from cross contamination. Babies enjoy valuable social experiences with the childminder, for instance, during nappy changes and cuddles before they go to sleep. The childminder sits and holds the babies, and talks to them during activities. She maintains eye contact with them which greatly encourages the children to bond with her and develop self-confidence.

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

The childminder manages her provision well. She works closely with the parents to bring about positive outcomes for the children. She maintains documentation to a good standard, and all records required for the safe and efficient management of the childminding setting are readily available. The childminder has a good understanding of child protection and how to safeguard the children in her care. She is fully aware of who to report any concerns to and what she needs to look out for. Detailed risk assessments are in place and the childminder also carries out daily safety checks to make sure the learning environment is safe for the children to play in. The childminder understands her role in meeting the safeguarding and welfare requirements, as well as the learning and development requirements.

Self-evaluation is strong, and the childminder is fully aware of her key strengths and the areas she is currently working on to improve. The parents share their views through verbal feedback and regular questionnaires. The children share their thoughts on the activities offered. The childminder uses these ideas effectively to shape the service that she provides. She also works closely with the local authority to assess her practice and highlight areas for her to work on. The childminder looks at the feedback given and uses it to plan future training. This has a positive effect on the children through the activities she is able to offer after attending training events. As a result, the childminder's service promotes good outcomes for children and their families.

The childminder works well with parents and regularly shares information with them about the progress their children are making. She provides daily feedback and works with them if she has any concerns over their child's development. Parents regularly share children's learning at home with the childminder and she uses this information to enhance the children's individual learning needs. The childminder works with staff at other settings that the children also attend. She and the staff at the other settings share information about children's learning and development, and where they have concerns about a child's learning. This provides good continuity of care and learning for the 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. It will be monitored and inspected within twelve months of the date of this 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		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	139621
Local authority	Sutton
Inspection number	976458
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	12/07/2010
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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