

Inspection date	31/01/2013
Previous inspection date	30/09/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		3
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

- Overall, children have formed sound relationships with the childminder and show they are comfortable and secure in her care.
- The childminder has adequate knowledge of the Early Years Foundation Stage, and knows how to help children progress towards the early learning goals through providing a suitable variety of activities that are planned to meet children's general interests and needs.
- The childminder has introduced basic systems of observation and assessment and these establish children's starting points and measure their progression in their learning and development.
- The provision is organised well, and a suitable range of procedures and documentation ensure children are kept safe and well while in the childminder's care.

It is not yet good because

- Children do not have enough chances to say what they would like to do or play with which limits opportunities for them to increase their independence and self-confidence.
- The range of toys and equipment provided is basic and several toys are too young for the stage of children using them, which prevents them from developing their understanding as rapidly as they might.
- The childminder does not make the most of every opportunity to talk with children in order to develop their speaking and listening skills.

- The childminder has made some links with other relevant early years providers, although these are not yet sufficiently well-established to provide useful information about how well her minded children are doing in other settings.

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 inspector spent time observing children at the setting.
- The inspector observed children interacting with the childminder.
- The inspector scrutinised a sample of documentation relating to children's learning and progress, safeguarding, self-evaluation and feedback from parents.
- The inspector spoke with the childminder about her knowledge and understanding of her provision and the Early Years Foundation Stage.
- The inspector observed the environment and resources used by the children.

Inspector

Susan Mann HMI

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband and two teenage children. They live in a house in Upper Norwood, in the London borough of Croydon. All areas of the home can be used for childminding purposes. The childminder uses local parks and open spaces for daily outdoor activities.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of four children under eight years. She is part of a childminder network. There is currently one children in the early years age group on roll. The childminder is also registered on the voluntary part of the Childcare Register. The childminder has an NNEB Diploma, which is a recognised early years qualification. She also has some experience of working with children with special educational needs and/or disabilities. Provision is available all year round on weekdays, or as required.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide children with daily opportunities to develop their independence and enjoy their learning more, by allowing them to choose most of their activities and become more involved in general routines such as at mealtimes.
- increase opportunities for children to make good progress in their learning by ensuring they have access to a wide range of toys and resources that are well-suited to their stage of development and that provide a good level of challenge to help them make the most of their learning.
- develop children's communication skills more by taking every opportunity to model good language through conversation, role play and stories so that they develop good speaking and listening skills.

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

- establish effective links with relevant professionals, such as other providers of early years provision, so that all have an informed and accurate view of each child's progress and their next steps of development in order to promote consistently good progress in their learning.

Inspection judgements

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

Children make sound progress from their starting points overall. The childminder's observations of children's learning and development are linked appropriately to the early learning goals of the Early Learning Foundation Stage. However, children have not been in the childminder's care for more than a few weeks, and so assessment of their progress over a longer time is inevitably limited. Time is taken to evaluate what the child can do when they first start in the childminder's care. This is done by obtaining information from home, the completion of an 'All About Me' questionnaire which records the child's likes and dislikes, and by observing what a child can do while at the setting. The childminder shares basic information about individual children's progress and well-being with other relevant providers. She speaks with staff at other settings attended by the children in her care. She also takes an interest in children's 'home-setting' diaries completed at these settings, which give information about their progress and any identified concerns or issues. However, these links are not yet sufficiently well-established to provide a wholly consistent dialogue between the childminder and the nursery setting to give a full picture of each child's learning and development.

Planning of the educational programme is linked to both the Early Years Foundation Stage, and assessment of what children can do. Therefore, activities meet children's individual needs suitably well. The childminder adopts a reasonably flexible approach to her provision to allow children some choices. However, children have few opportunities to make their own decisions about what they would like to play with or do during the day. This is because the daily programme is planned in advance by the childminder with little input from children. As a result, it does not promote the development of children's independence and self-confidence sufficiently well. Furthermore, the basic range of toys are occasionally not suited to children's stage of development. For example, three and four-year-old children enjoy manipulating construction equipment that encourages good physical development and problem solving. However, they are also expected to play with cars designed for younger toddler's use, and these do not meet their interests and needs fully.

Overall, all children are making adequate progress towards the early learning goals from their starting points. They interact comfortably with the childminder. Children sit with her over lunchtime and while playing on the floor and this supports their personal, social and emotional development well. However, the full benefit of some of these moments is limited because the childminder does not always initiate or encourage conversation. She does not consistently make the most of opportunities to develop children's use of language and their listening skills. Therefore, she also misses the chance to assess the progress of children new to the setting in their communication and language development.

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

Children are cared for in a safe and homely environment. The childminder takes appropriate steps to safeguard children and keep them healthy. Suitable procedures allow children to settle adequately well, and they get to know the childminder and her family. Children who are new to the setting develop understanding of how to keep themselves safe because of the childminder's reassurance and caring attitude. For example, they hold her hand and stay close to her as they walk to the bathroom having just woken up. The childminder is attentive to children's needs and praises them appropriately for their efforts and good behaviour. Children readily ask her for help, and appear emotionally secure and comfortable in her care. They understand the importance of taking care of themselves because the childminder encourages them to do this. For example, she helps a child take off their jumper rather than doing it for him when he asks. The childminder works in partnership with parents and carers to provide healthy meals at times that fit in with their families' eating habits and times. Tables, chairs and cutlery are child-height and size, which enables them to eat and drink independently and with confidence. Sleep routines are discussed with parents and carers and arrangements for their rest meet individual needs sufficiently well.

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

The childminder has attended a broad range of relevant training courses. Therefore, she has an adequate understanding of how to plan and deliver educational provision to support children's progress. She has recently implemented basic systems of observation and assessment. However, these are not yet well-established because it is only very recently that she has cared for children in the early years age range. The childminder's evaluation of starting points, her frequent observations, and planning all contribute to her delivery of the Early Years Foundation Stage. The childminder has some experience of supporting children who may need extra support in their learning so they make appropriate progress in their development. Partnership working with parents is effective. Information about routines and personal preferences are shared so that children's individual needs are met. The childminder has regular informal contact with relevant providers, and there is some sharing of relevant information although this is not yet fully established.

All aspects of the safeguarding and welfare requirements are met. The childminder has attended training in how to safeguard children's welfare and knows what steps to take if any situation gives her cause for concern. Consequently, she has secure knowledge of how to protect children effectively. The general management of her provision is well-organised. For example, documentation such as attendance registers, accident records and medication procedures are correctly completed. The childminder evaluates her practice satisfactorily in order to identify priorities for further improvements. As a result of this evaluation, the childminder gives appropriate priority to aspects of children's learning and development, such as the personal, social and emotional development of children who are new to the setting to help children settle and be happy in her care.

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
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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	EY331988
Local authority	Croydon
Inspection number	902292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	30/09/2009
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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