

Inspection date

Previous inspection date

06/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder is enthusiastic in her interaction with children. She generates a sense of fun and involves herself in children's play which engages their interest and concentration.
- The childminder shares strong bonds with children, providing reassurance and helping them build confidence and independence.
- The childminder uses meaningful explanations and discussion to help children learn about keeping themselves healthy.
- The childminder shares good relationship with parents, resulting in information being shared well and reassuring parents that their children are happy in her care.

It is not yet outstanding because

- The childminder has not investigated how to share information with other settings that children attend with whom she does not have direct contact.
- The childminder does not obtain and use a range of resources that are personal to individual children, reflecting their homes and families.

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 the childminder and the children she was caring for in her home.
- The inspector discussed safeguarding with the childminder and read her policy.
The inspector read some documentation and children's information records, and
- discussed with the childminder how she observes and assesses children's development.
- Parents' views were gathered through letters they had left with childminder.
- The inspector shared ongoing discussion and joint observations with the childminder throughout the visit.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the Compulsory and Voluntary parts of the childcare register. She lives with her young child and school-aged child in Worcester Park in the London Borough of Sutton. The ground floor of the childminder's home is used for childminding. A bedroom on the first floor is used for children's rest in a travel cot and the bathroom is on the first floor. There is a fully enclosed garden for outside play.

The childminder regularly attends local toddler groups and visits the library and local parks with the children. There were three children in the early years age range and two school-aged children on roll at the time of the inspection.

What the setting needs to do to improve further

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

- develop further relationships with other settings children attend to share information and provide continuity in their learning
- support children's understanding of the world around them by using resources that are personal to them to encourage them to learn about themselves and each other.

Inspection judgements

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

The childminder creates a welcoming, homely environment and demonstrates how much she enjoys her work. She involves herself in children's play, making their experiences fun and interesting. This stimulates children's interest and results in them concentrating and persisting with tasks and developing skills during their play. As a result, children make good progress in their learning and development, given their starting points. The quality of teaching is good. The childminder uses conversation, description and discussion continually to extend and support children's learning and encourage their communication skills and understanding. These are skills which children will use in the next stage of their learning, such as when they move onto nursery and school.

At the inspection children enjoyed a construction activity during which the childminder enthusiastically helped them sort the bricks and train track into different sizes and colours. The childminder helped them to recognise the colours of the bricks and extended the activity effectively by asking them to identify colours in their own clothes, which they did, describing their 'stripy socks'. The childminder skilfully adapted the activity so that older

children could position the bricks into different shapes and heights and count out the number they were using, 'One, two, three, four, five, and six'. The childminder recognises fully how many aspects of children's learning can be covered by one activity and is skilled at extending their play and adapting the activity to meet the individual learning needs of each child.

Children have good opportunities to make independent choices. For example, at the inspection older children chose a favourite interactive book, and younger children chose their own book to look through. The childminder extended the activity effectively by talking about the different trucks and diggers in the book, while children pressed interactive buttons to generate the noises of different vehicles. The childminder linked the story to discussion about a real cement mixer they had seen on a recent outing and gave children yellow hard hats to wear during the story so they looked like the workmen in the illustrations. As a result children were fully engaged in this activity and could link it to their own experience. However, the childminder does not use a range of resources that are personal to the children, such as favourite toys, family photographs or pictures, to extend their learning about the world around them and each other.

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

Children share strong bonds with the childminder and benefit from her enthusiasm and involvement in their play. They demonstrate they feel very happy and secure in her care and enjoy being in her home. Children are closely supervised by the childminder; they move around safely and use toys and equipment that are safe, clean and suitable for their age and stage of development.

Children show a developing understanding of their own hygiene which the childminder encourages very well through reminders and clear explanations. For example, during the inspection she explained to children how germs spread when they cough, and why putting their hands in front of their mouths helps to prevent this. Children listened and followed this advice, frequently putting their hand in front of their mouths and using a tissue to wipe their nose. Children show a developing confidence and independence in their own physical needs. For example, older children ask the childminder when they want to use the toilet, and younger children are gaining confidence in walking and moving independently. Children benefit from the childminder's praise and recognition when they do well or achieve a task, which encourages positive behaviour, builds their self-esteem and helps them to become independent.

Children go on daily walks to and from nursery and school with the childminder, and play outdoors in her garden or on visits to the local park and play group. These play opportunities help children learn about the area where they live. They also encourage their physical development and general well-being, as well as helping them learn to socialise in a larger group. Children's daily experiences with the childminder help to prepare them emotionally for changes, such as moving onto school or nursery class.

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

The childminder understands her responsibilities in protecting children's welfare and the procedures to follow if safeguarding or child protection concerns arise. She supervises children closely and uses risk assessments and ongoing visual checks to monitor safety in the home and when out with the children. The childminder is aware of the maximum numbers of children she can care for at any one time and how the age of her own young child affects this.

The childminder maintains the required records and documentation. She plans and provides a good range of play opportunities reflecting children's individual needs. The childminder describes how she observes, monitors and assesses children's development, accurately identifying how she will help individual children make progress. She uses documentation relating to child development to help her in this and shares information about children's care and development verbally with parents on a daily basis. This keeps them fully involved in their children's learning. The childminder intends to use her knowledge of children's development to feed into the required progress check for two-year-old children as they reach this stage. Good relationships are built with parents who praise the childminder's care highly. They comment on how flexible she is and describe her as kind and fun. Parents comment that friendships with other children the childminder cares for are encouraged and that she provides a safe, healthy and welcoming home.

The childminder makes effective use of local resources, such as playgroups, parks and the library, combining this with home-based play. She shares information with other settings which children attend to support their learning. For example, she has extended the relationships she has built with staff at the nursery class her own child attends to include the minded children that she cares for. This focuses on sharing information, such as how children have been and what they are learning, which the childminder uses to continue discussion at home. However, this is not extended to obtaining useful information from settings some children attend on other days to provide continuity and support children's progress.

The childminder knows her strengths and where she needs to develop. She identifies that her skills lie in her interaction and play with the children. She has recently attended training to update her first-aid qualification and identifies she wants to attend further safeguarding training. She meets regularly and shares discussion with childminding colleagues.

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. 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	EY357695
Local authority	Sutton
Inspection number	991771
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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