

Inspection date	07/11/2014
Previous inspection date	13/11/2008

The quality and standards of the early years provision	This inspection:	2
	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		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 develops effective partnerships with parents and/or carers in order to identify all children's needs and help them make progress in their learning and development.
- Comprehensive records, policies and procedures are in place and used by the childminder to ensure that children are protected and well supported.
- The childminder skilfully engages and involves children in stimulating activities. Consequently, children are well motivated to play and learn.
- Children are happy and settled and have developed a close and trusting relationship with the childminder.

It is not yet outstanding because

- The childminder does not make full use of words and labels around the setting, which means she occasionally misses opportunities to enhance children's early reading skills.
- Children do not have consistent access to a broad range of resources to help them to learn more about diversity in the world around them.

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 children's activities and the childminder's interaction with them.
- The inspector looked at a selection of policies, children's learning journals, planning documentation and children's records.
- The inspector viewed the areas of the premises used for childminding.
- The inspector spoke to parents during the inspection to gain their feedback about the setting.
- The inspector spoke to the childminder during the inspection.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and two school-aged children in the London Borough of Croydon. Her home is close to parks, schools and local transport links. The childminder mainly uses the ground floor of her home for childminding, as well as bathroom facilities on the first floor. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll, two of whom are in the early years age group.

What the setting needs to do to improve further

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

- extend the range of resources that reflect positive images of culture and disability in order to promote children's knowledge and understanding of diversity
- enhance children's early reading skills and enable them to identify resources independently, for example by providing more labels and words around the environment.

Inspection judgements

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

The childminder offers a wide variety of exciting and motivating activities tailored to meet each child's interests. She supports children extremely well to acquire the skills they need to develop and learn effectively, in readiness for their move to other early years settings and school. The environment is very stimulating and nurturing for children. As a result, children make good progress in their learning. They are active learners and enjoy trying new activities and experiences that the childminder regularly provides. Regular and precise assessments of children help the childminder to plan effectively for children's next steps in their learning and development. At the start of each placement the childminder meets with parents to find out about their children's learning and development. She uses the information to carry out initial assessments of children's starting points to ensure she meets their individual needs effectively. The childminder encourages parents to keep her informed about how they support their children's learning at home.

Children receive good support from the childminder in their communication and language development. She engages children in conversations about their time at school. For example, she encourages children to talk about activities and lessons they enjoyed and what they ate for lunch. The childminder regularly reads books with children that they bring

back from school. As a result, children are beginning to learn letter sounds and words in familiar stories. However, the childminder does not make the most of displaying pictures and labels, for example, to help children recognise connections between objects and their names. Therefore, she does not take every opportunity to help children develop the skills they need for early reading.

The childminder helps children to develop good mathematical skills. For example, she uses number games to help children to learn how to add numbers together. Children are learning how to count in sequence and recognise shapes. Children enjoy setting up shops to play imaginative games. They have good access to a cash register and play money to use for buying items in the shop. This kind of activity helps children to learn how to add and subtract numbers and learn names of coins.

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

Children are happy and enjoy their time with childminder. The childminder knows them very well and divides her time effectively so that children get equal attention from her. The childminder's home is very well organised and resources are very accessible in child height storage units and shelves. This promotes independence and encourages children to help themselves. The childminder provides a wide range of stimulating play materials and toys that are age appropriate. However, there is a more limited range of resources available to promote children's knowledge and understanding of diversity in the world around them.

Good behaviour is valued. The childminder encourages this through giving consistent praise and encouraging children's achievements. The childminder regularly encourages children to play group games. This approach helps them to learn to share and negotiate and take turns when playing. As a result children behave well and are building good relationships with each other.

Children manage their own personal needs well and have a good understanding that washing their hands at appropriate times stops germs from spreading. The childminder provides good opportunities for children to develop self-help skills. Children help to lay the table at meal times and clear away their own plates, cutlery and cups. This approach allows children to have responsibilities and build their self-esteem.

Children are developing a good understanding about the importance of a healthy diet. The childminder ensures that there is a range of vegetables at meal times to encourage children to make healthy choices. She makes sure that children have good access to drinks. For example a jug of water with cups is readily available so children can help themselves when they are thirsty. The childminder encourages children to develop healthy lifestyles with a strong focus on outdoor play. Children regularly enjoy using bicycles, scooters, footballs and playing on a trampoline in the childminder's garden. During school holidays children go for walks to local parks where they can enjoy playing on the swings, climbing frames, slides and zip wires.

Children are learning how to keep themselves safe as they learn to cross roads safely on their way to and from school. They practise regular fire drills with the childminder to help them become familiar with emergency evacuation procedures.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements. She carries out regular risk assessments to ensure children's safety in her home and that she has all necessary safety equipment in place. The childminder has a good understanding of her role and responsibilities in safeguarding children and is fully aware of how to report any concerns to help children to keep safe.

The childminder has a clear understanding of the learning and development requirements. She promotes inclusion for all children through keeping thorough records of their individual needs and meeting them consistently well. The childminder carries out accurate monitoring to effectively support children to maintain good progress in their learning.

All required documentation is in place. They are shared with parents so they are aware of how the childminder's setting operates. The childminder regularly updates her records, policies and procedures to make sure that they clearly reflect the service she provides. The childminder has addressed the recommendations from her previous inspection and is eager to attend training courses to further improve her childcare knowledge. This demonstrates the childminder's willingness to maintain continuous improvement in her role as a childminder.

The childminder has well-established partnerships with parents. She shares information with them on a daily basis and gives them a detailed account of their children's day. The childminder regularly meets with parents to discuss their child's progress. Parents report positively about the service the childminder provides. They are very happy with how well their children have settled in the childminder's care. They value the time she gives to support children to complete homework tasks and the healthy meals she provides. The childminder has developed good partnerships with the school her minded children attend, which helps to promote continuity in children's care and learning.

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	EY366210
Local authority	Croydon
Inspection number	844273
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	13/11/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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