

Inspection date	18/10/2012
Previous inspection date	19/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 offers a welcoming, inclusive home environment where children are safe and well-cared for.
- Children grow in confidence and independence in the childminder's care. They make good progress in their learning, given their age, ability and starting points.
- The childminder works in partnership with her co-childminder, to monitor and evaluate the provision and identify priorities for future development.
- The childminder has positive relationships with parents. They are kept well informed about the provision and their child's progress.

It is not yet outstanding because

- Although children enjoy outdoor activities on a daily basis, the outdoor play environment is not yet used to provide a full range of outdoor learning opportunities across all areas of the curriculum.
- Children have access to a wide range of good quality resources and equipment, but opportunities for children to independently select their own resources from the full range of play materials available are not yet fully developed.

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 observed children during activities, lunch and care routines.
- The inspector had discussions with the childminder and co-childminder.
- The inspector looked at children's records and other relevant paperwork including comments and letters from parents.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

The childminder registered in 2010. She lives with her grandparents and mother, who she works with as her co-childminder. The family live in a three bedroom house in South Norwood, within the London Borough of Croydon. The downstairs of the home is the main area used for childminding. The family have two pet rabbits.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When she works on her own, there are currently

five children on roll, three of whom are in the early years age range. The childminder is has a level 3 National Vocational Qualification in Childcare.

What the setting needs to do to improve further

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

- extend the use of the outdoor area to provide opportunities for children to explore the natural world, observe things closely and take care of the environment, for instance by looking after plants
- review the organisation of resources and consider additional ways to develop children's opportunities to self-select toys and resources in order to further increase their independence skills.

Inspection judgements

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

Children take part in a wide variety of interesting and challenging activities and experiences across all areas of the curriculum. This helps them make good progress and ensures they are well-prepared for the next stage of learning or for school. The childminder makes clear assessments of children's development and achievements. She obtains information about interests and starting points through discussions with parents from the outset. Together with her co-childminder, she plans activities that effectively build on children's existing knowledge and skills. This means children are interested and motivated to learn. The childminder adapts activities where needed, for instance so that children of different ages can play together, or to meet children's individual needs.

Children enjoy looking at books and sharing stories. Their early communication skills are fostered when the childminder talks to them as they play, repeating familiar words and phrases. They practice their existing physical skills and gain new ones when they use the scissors during a creative activity or have a turn on the climbing frame in the park. They learn about shape and size as they make models with a construction set. Children learn about the diverse world they live in when they talk about life in different countries, try a curry for the first time, or join in with activities for Chinese New Year. They learn useful skills for the future when they use the computer to complete simple programmes. Children express their imaginations when they draw pictures of stars or make decorations for Halloween. They enjoy outdoor experiences every day and regular outings to toddler groups, a soft play session or the park. However, the garden is not yet used to provide a

full range of outdoor learning opportunities across all areas of the curriculum. For instance, for children to explore the natural world and care for the environment.

The childminder and her co-childminder work closely with parents so that they are fully involved in their child's learning and assessments of their progress. For instance, by discussing and agreeing children's next steps with them.

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

Children have good relationships with the childminder and her co-childminder. They form secure attachments and are confident, happy and content in their care. Young children benefit from familiar routines that are consistent with their experiences at home, which helps them feel secure. The childminder is attentive to their needs, which fosters their emotional and physical well-being. Children go to the childminder readily for cuddles and for comfort if they become upset. They respond well to her clear guidance and quickly learn the rules and expectations of the setting. For instance, they help tidy away the toys when they have finished playing, so no-one falls over them. This helps them behave well and keep themselves safe.

The childminder conducts daily checks of the home and make sure that appropriate precautions are in place so that children can move around and play safely. For instance, safety gates are in place and cleaning materials are kept out of children's reach. A good variety of play materials are available for children to play with, although opportunities to encourage children's independence by choosing resources for themselves are not yet fully developed.

Children's health is well promoted. Children begin to learn to manage their own personal hygiene when they wash their hands before they have their lunch. Children of all ages quickly become familiar with simple good hygiene routines such as taking their shoes off when they come inside. They benefit from varied, healthy home-cooked meals and snacks that meet their nutritional needs. They enjoy some apple slices for a mid-morning snack and a feeding themselves their favourite sausage casserole at lunch time. Children play outside every day, enjoying the fresh air and exercise as part of a healthy lifestyle.

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

The childminder has a clear understanding of the safeguarding and welfare requirements and how to keep children safe. She works closely with her co-childminder to make sure all required documentation is in place and policies and procedures work well in practice. For instance, they share responsibility for tasks such as paperwork and preparing meals throughout the day. She attends relevant child protection training and knows what to do and where to seek advice if she has concerns about a child in her care.

The childminder is familiar with her responsibilities in relation to the learning and

development requirements. She has a clear understanding of how children learn and monitors their development closely to make sure they are making good progress. Parents have good relationships with the childminder and her co-childminder. They are kept well informed, for instance they have access to a comprehensive range of policies and procedures as well as having daily discussions with the childminder. Parents comment that they feel their children are safe and well cared for, and they are happy with their progress. The childminder builds effective working partnerships with other providers if children attend any other early years settings. For instance, she has regular meetings where appropriate, to share information and discuss progress. This means that any additional needs are promptly identified and children experience a consistent approach.

The childminder constantly monitors and reviews the provision together with her co-childminder. They spend time reflecting on their practice and agree any changes they need to make in the future. The childminder makes good use of local training opportunities, links with other childminders and the support of the local authority to evaluate the provision and develop her skills. For instance, since the last inspection the childminder has increased the range of resources available, developed her skills in assessing children's progress and obtained a childcare qualification. For the future, she hopes to continue to develop her knowledge and experience through further training.

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	EY407659
Local authority	Croydon
Inspection number	884786
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	19/07/2010
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 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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