

Inspection date

Previous inspection date

09/10/2012

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

- Children quickly develop firm emotional bonds with the childminder. As a result, children show a strong sense of security and belonging.
- Children play safely and independently as the childminder creates a child-friendly environment for them. This includes an attractive playroom with plenty of suitably challenging toys.
- The childminder gets to know the children well and interacts effectively with them to promote their learning as they play.
- The childminder successfully adapts activities to help meet children's individual learning needs. As a result, children continue to make good progress towards the early learning goals.
- The childminder has good systems in place for monitoring and assessing children's progress. Her observations are good and help her identify and plan for children's next steps for learning.

It is not yet outstanding because

- The childminder has not yet fully developed ways in which parents can contribute to their child's ongoing assessment and continue to support learning at home.
- The childminder is not fully extending ways in which children can develop their literacy skills by beginning to recognise familiar words and names around the home. For example, there are no labels on the toy boxes in the playroom and limited print on

display in the areas children access.

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 the childminder with the children indoors and in the outdoor area.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents from information on the childminder's questionnaires.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children aged eight, six and four years. They live in a three-storey house in Coulsdon near to schools, parks and shops. The whole of the ground floor of the property, a first floor bedroom and

bathroom are used for childminding. There is an enclosed garden available for outside play. There are steps between the two levels of the outdoor area. The childminder has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local carer and toddler groups on a regular basis.

What the setting needs to do to improve further

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

- create an environment rich in print where children can learn about words, for example, by using labels on toy boxes, names and signs.
- increase ways in which parents are involved in their children's development and learning in the setting and at home in order to provide

Inspection judgements

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

Children thoroughly enjoy their time with the childminder. They have fun with her and readily engage in activities of their choice. They show high levels of independence and confidence as they help themselves to resources and freely move around the home. Children like to draw and show good control as they make different lines and circles on the paper. Their communication skills develop well as they respond to the childminder. Young children repeat the childminder's words and begin to string words together. They show increasing confidence in communicating their feelings and needs. For example, they make it clear when they want to play outside in the garden. Children show good coordination and physical skills as they play on the trikes. The childminder shows them how to make a trike move. Children successfully follow her instructions and manage to manoeuvre the trike safely around the decking. Young children enjoy throwing and rolling large balls. They skilfully kick the balls around.

The childminder provides a wide variety of stimulating activities and resources for children. She uses these effectively to help children make good progress in all areas of learning. The childminder skilfully extends children's play and learning. However, the childminder is not making full use of the environment for children to begin to recognise words and their own names. The childminder introduces additional resources when appropriate to support children's play. For example, she brings a child a box of bricks for his big truck. Children have fun putting the bricks in the truck and counting them with the childminder. They

smile as they tip the bricks out of the box onto the floor, enjoying the sound it makes.

The childminder has good observational assessment systems in place. She gains helpful information from new parents about their child's abilities and interests. This enables her to settle children easily and start to plan activities that engage them. The childminder successfully identifies children's individual learning needs from her detailed ongoing observations. She continues to plan effectively for each child by using the valuable information she gains from her assessment process. As a result, children develop well in the skills they need for their transition to school. The childminder has good procedures for accessing additional support for those children who are not achieving as well as expected for their age.

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

The childminder consistently fosters children's well-being and independence effectively. Children form strong emotional attachments to the childminder. She gives them plenty of individual attention and support. Children behave well and respond positively to the childminder's instructions. The childminder implements good strategies for managing behaviour. She encourages children to share resources and respect others. Children develop good social skills as they regularly attend toddler groups with the childminder. The childminder prepares children well for moving on to schools or other settings.

The childminder uses the environment and resources effectively to meet children's care and learning needs. Children have plenty of safe space to play in. They make their own decisions about their play and eagerly choose to go in the garden. Children enjoy exercise and fresh air. They have many opportunities to go to local parks and soft play areas to develop their physical skills. When younger children need a rest, they are able to sleep comfortably and safely in a first floor bedroom.

The childminder makes sure she has the relevant information about a child's individual care needs from parents. This enables her to effectively meet children's needs. For example, the childminder caters for children's individual dietary needs well. She provides a good variety of home cooked healthy meals for children. The childminder encourages children to try different foods to develop their tastes. Children enjoy healthy snacks and have easy access to drinking water. They develop a good understanding of the need to eat healthily.

Children develop a good awareness of the importance of personal hygiene and adopt consistent everyday hygiene practices. Older children take part in quizzes that help them learn the reasons why they wash their hands and follow safety rules. Children's understanding of how to keep themselves safe is developing well. They take part in regular fire drills with the childminder and learn what to do in an emergency. Children learn how to cross roads safely when they are on outings. As they play on trikes in the garden, young children show they know what to do when they play a traffic light game with the childminder.

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

The childminder has a good knowledge and understanding of how to implement the requirements of the Early Years Foundation Stage. She is fully aware of her responsibility to protect children's welfare by reporting any child protection concerns. The childminder provides a safe and secure setting for children. She carries out robust risk assessments on the home and for outings. The childminder regularly reviews these risk assessments. She adapts the safety precautions in her home as needed to effectively minimise the hazards for the children present. This helps her maintain a safe environment for all children. The required documentation is in place and competently and professionally maintained.

The childminder has a very positive attitude to making improvements to her practices. She is continually reviewing and monitoring her educational programme. She competently assesses whether the activities are enjoyable and if they result in children continuing to make progress. The childminder has also made a good start in formally evaluating her overall provision. She has begun to use questionnaires with both children and parents to obtain their views about her childcare provision. The childminder is actively seeking courses to help improve her knowledge and practices in areas she has identified as needing development. For example, she is booked on an observation and assessment course in order to continue to develop effective systems for monitoring children's progress. The childminder has a number of other well-focused plans to improve the learning experiences for children. For example, she intends to increase activities where children can explore using their senses. She also plans to make more of the craft materials easily accessible to all children so they can help themselves.

The childminder has formed strong partnerships with parents. Parents expressed very positive comments about the childminder in the questionnaires. Parents said 'I am always well informed' and that the childminder provides a 'happy, comfortable home'. Another said that they 'looked forward to reading the daily diaries each evening and they provide us with a detailed account of their day and activities'. It is clear that the childminder makes good use of the daily diaries to keep parents well informed about their child's day and welfare. This contributes to the positive promotion of children's well-being and continuity of care. The childminder also sometimes records children's learning achievements in the diaries. She shares additional information about a child's progress with parents during their daily discussions. However, the childminder is not consistently reviewing the learning records and children's next steps for learning with parents. As a result, parents are not routinely contributing to the assessment process and not fully able to continue learning at home. The childminder is forming good links with other settings and professionals that enable them to work closely together to promote children's learning and meet their needs.

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	EY415186
Local authority	Sutton
Inspection number	725350
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	6
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 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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