

Inspection date

Previous inspection date

10/12/2014

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 provides a very good range of resources and experiences to promote children's learning well in all areas of learning.
- Children experience good continuity in their care, learning and development because the childminder shares information and engages well with parents.
- Children are safe because the childminder has a good understanding of safeguarding and implements policies and procedures to keep children safe from harm.
- Children develop secure relationships with the childminder because of the well-planned settling-in arrangements.

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.

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 sampled the childminder's records and documents, including policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and the children.
- The inspector viewed all areas of the setting used for childminding purposes.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2010. She lives in Thornton Heath within the London Borough of Croydon. Her home is located close to parks, schools and local transport links. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder has a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for 13 children, of these seven are in the early years age group. The childminder also offers care to children aged over five years to 11 years before and after school.

What the setting needs to do to improve further

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

- strengthen children's early reading skills by providing them with opportunities to become familiar with words and letters.

Inspection judgements

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

The childminder has a good knowledge of the areas of learning. She provides a broad range of activities and experiences that effectively meets the individual needs of children who attend. The childminder's quality of teaching is good and her interaction with the children motivates them to learn. She skilfully uses observations and assessments to plan for children's next steps in their learning. Consequently, children make good progress in their development. Parents contribute to initial assessments of children's starting points at the beginning of a placement. This helps to ensure the childminder meets their individual needs effectively. The childminder keeps parents well informed about their children's achievements and progress using a daily diary. This encourages parents to reinforce learning at home.

The childminder uses stories and action rhymes well to promote language skills. She repeats words and sounds to reinforce children's developing speech. Children learn to listen and follow instructions. For example, they get their shoes and coats on when the childminder tells them it is time to go to nursery school. Children thoroughly enjoy books. They are easily accessible in a child-height bookcase, which encourages the children to make their own choices about the books they want to read. 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 their early reading skills. The childminder provides good opportunities for children to learn about the world around them. Children

visit farms and pet shops where they learn about how fish, cats, hamsters, sheep, cows and birds live.

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

Children have access to a broad range of stimulating play materials, which support all areas of their learning effectively. Children settle well in the childminder's care because she talks to parents about their daily routines and individual needs. This helps to ensure she understands how to meet them. The childminder balances her time well with the children. She allows them to play independently as well as support and encourage their achievements. This helps to promote their self-esteem and emotional well-being. The childminder is a good role model and provides clear guidance for children about what is expectable behaviour. For example, gentle reminders from the childminder help children to learn the importance of sharing and taking turns when playing. Children practise regular fire drills with the childminder. This helps them become familiar with emergency evacuation procedures and supports their understanding of how to keep themselves safe.

Children go on regular trips to soft play areas and parks. They have good opportunities to use slides, zip wires, swings, climbing frames and practise balancing on stepping stones. These activities support their understanding about the importance of physical exercise. The childminder provides plenty of floor space for very young children to move around safely. She provides a good variety of treasure baskets for babies to explore, touch and hold natural materials. This helps children learn through sensory play and develops their small muscles. Children are becoming independent in their personal care and older children can dress themselves. These skills help children prepare for their next stage of learning and school. For example, they are beginning to understand that they need to wash their hands at appropriate times to make sure they keep healthy. The childminder encourages healthy eating through providing well-balanced meals and snacks. Children enjoy choosing fillings and making their own sandwiches for lunch, which encourages them to make healthy food choices.

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

The childminder fulfils her responsibilities in meeting the safeguarding and welfare requirements. The childminder has a full range of policies and procedures, which she shares and discusses with parents. They are inclusive for all children and she implements them effectively. The childminder has clear child protection procedures in place to follow if she has concerns about a child in her care. The childminder has completed relevant training to make sure she has up-to-date safeguarding knowledge. She has completed detailed risk assessments and carries out daily safety checks to help to make sure her home is safe for the children. The childminder evaluates her practice and identifies areas for her own development. For example, she has plans to attend training courses to continue to enhance her child care knowledge and skills. The childminder demonstrates a strong capacity for continuous improvement.

The childminder understands her responsibility to meet the learning and development requirements. She provides a broad range of experiences to support children's learning and development. Effective partnerships are in place. The childminder keeps parents fully informed about experiences provided for their children. She provides a flexible service for parents to take into account their varying work patterns. Parents and carers commented that they are very pleased with how well their children have settled in the childminder's care. They are happy with the support the childminder provides in order to ensure that she meets their children's needs well. The childminder works well with other early years settings where her minded children attend. She ensures that she communicates with teachers on a regular basis to ensure continuity in children's learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY415929
Local authority	Croydon
Inspection number	726174
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
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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