

## Inspection date

Previous inspection date

11/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- The childminder is warm, caring, friendly and supportive. As a result, children feel at home and content in her care.
- The childminder creates a visually stimulating and safe play environment for children, which they freely explore and investigate.
- The childminder acknowledges and respects children's home backgrounds. This makes all children feel valued.

### It is not yet good because

- The childminder has not kept up to date with changes in the childcare field. As a result, the childminder's assessment systems are not fully effective in tracking children's progress.
- The childminder does not consistently plan activities based on a secure identification of children's individual learning priorities.
- The childminder does not obtain written parental consent for her everyday outings to places such as the parks and shops.

## 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 activities indoors.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector discussed childcare practices with the childminder.
- The inspector looked at the childminder's self-evaluation form.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her three adult children and one teenage child. They live in a house in Croydon near to schools, parks and shops. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. She also offers care to children aged up to 11 years. The childminder supports children who speak English as an additional language.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- Obtain written parental permission for children to take part in outings
- Develop a thorough knowledge and understanding of the Early Years Foundation Stage and the learning and development requirements and use this to successfully monitor and assess children's progress across all areas of learning, and to include the two-year progress check.

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

- improve the planning and provision of challenging learning experiences that are suitable for each child's stage of development.

## Inspection judgements

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

The childminder has a satisfactory knowledge of how children learn and how to monitor their progress. She interacts appropriately with children so they have fun and extend their learning through play. As a result, children make satisfactory progress towards the early learning goals. They develop the skills they need to secure future learning. However, the observations and assessments the childminder carries out to monitor their development do not always reflect children's progress across all areas of learning. This means that she is not always planning suitably challenging experiences that reflect all children's individual

needs.

Children develop sound mathematical skills as the childminder reinforces numbers with them. They count together and learn to recognise numerals. The childminder helps extend children's developing literacy skills as they talk about letter sounds. They enjoy looking at books together and singing. Young children learn to communicate using sounds and gestures. The childminder responds positively to children. She promotes children's communication appropriately, as she encourages children to share their experiences. The childminder provides a suitable variety of activities where children learn to explore the natural world. For example, they go on walks and talk about the falling leaves. Children engage in role play activities where they develop their imagination as they act out different scenarios. Children learn to express themselves using musical instruments. They begin to bang out rhythms on the drums.

The childminder works appropriately with parents to establish children's starting points. She keeps them suitably informed about their child's progress. The childminder encourages parents to share what they know about their child. This enables them to work satisfactorily together to meet a child's needs. The childminder is aware of the need to carry out progress checks on children aged two years. However, she does not have a secure knowledge of how to implement these checks and review them with parents.

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

Children settle easily when they arrive. They show they are forming positive relationships with adults and other children. Young children show an interest in others. Children are learning to share resources and play amicably together. The childminder helps them develop a satisfactory awareness of appropriate behaviour. Children benefit from the childminder's praise and encouragement. The childminder promotes children's sense of belonging and self-esteem as she puts their creative work on display. She provides activities that help children develop a positive awareness of diversity. They learn about each other's home backgrounds and traditions as they dress in their traditional costumes.

The childminder prepares children sufficiently well to support transitions to other settings and to school. Children develop satisfactory levels of independence as they confidently explore their surroundings and make decisions about their play. Children choose suitable resources from the accessible low storage. The childminder creates a welcoming child friendly environment with colourful children's furniture. She organises the space in a way that helps support children's developing independence.

The childminder satisfactorily promotes children's understanding of healthy lifestyles. She provides healthy home cooked meals that meet children's dietary requirements. Children adopt appropriate hygiene practices. They enjoy regular physical exercise and outdoor play.

Children show they feel safe and secure with the childminder as they leave her side to play. Young children begin to take risks as they learn to move around and stand unaided.

Children develop a sound awareness of how to stay safe as they practise emergency evacuation indoors and learn how to cross roads safely.

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

The childminder has a basic knowledge and understanding of the safeguarding and welfare requirements. She is not up to date in her knowledge of the legal requirements and she does not have access to the latest relevant documents. However, she has sufficient understanding of how to safeguard children's welfare. She is aware of the need to report any child protection concerns she may have. The childminder satisfactorily minimises risks to children in her home and on outings. She has most of the required records in place to help support children's safety and welfare. The childminder shares her records with parents and keeps them suitably informed about their child's welfare. However, she has breached the requirements by not obtaining written parental consent for all outings.

The childminder's lack of current knowledge of the requirements extends to the learning and development requirements. As a result, she is not fully secure in her awareness of a suitable educational programme. However, she has sufficient knowledge to help support children in their learning and development. The childminder carries out some monitoring and reviewing of her planning and activities in order to improve children's learning experiences. She takes positive steps to narrow any gaps in children's development. For example, the childminder appropriately seeks support and advice from agencies to meet children's individual needs.

The childminder has started to evaluate her overall practices. She has identified a number of appropriately focused areas for development. She attends some training to continue to improve her skills and knowledge. For example, the childminder has attended training in autism. This has helped develop her awareness of how to identify any concerns and care for children with autism. She is booked on a safeguarding course to help improve her understanding of child protection procedures. The childminder has taken some positive steps to improve her policies and procedures following a recent visit from a support worker.

### **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 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 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY422567       |
| <b>Local authority</b>             | Croydon        |
| <b>Inspection number</b>           | 754099         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

