

Inspection date

Previous inspection date

12/11/2012

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

- Children are cared for in a welcoming environment where the childminder knows the children well and builds good relationships.
- Children have access to a satisfactory range of resources to meet their individual needs.
- The childminder has identified some weaknesses in her knowledge and has sought training courses to address these.

It is not yet good because

- The childminder carries out observations, but has not implemented an effective system to evaluate these to identify children's next steps in their learning.
- Processes to ensure the premises are safe and for daily hygiene routines are not rigorous enough to ensure all areas are made safe. For example, locks are missing on cupboards with harmful substances and some hygiene routines are not effective to prevent cross-infection.
- Contact has not been made with other providers to establish children's needs and share information to help children make progress.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection took place with the childminder in the kitchen/play area, observing her with the children.
- The inspector sampled children's information and documentation.
- One parent dropped off her child at the inspection and was invited to comment to the inspector.
- Ongoing discussion and joint observations with the childminder took place throughout the inspection. Safeguarding formed part of this discussion.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder registered in 2012. She lives with her teenage son in South Norwood, in the London Borough of Croydon. The whole ground floor of the childminder's house is used for childminding, although children only play in the play area in the kitchen. There is no access to the garden.

The childminder currently has four children on roll in the early years age group, who

attend for a variety of sessions. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks or drives to local schools to collect children. The childminder attends the local parent/toddler group. The family has three cats.

What the setting needs to do to improve further

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

- ensure the premises are fit for purpose by identifying all hazards within the environment and improving hygiene routines to prevent cross infection, for example, during nappy changing and hand washing.

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

- develop the observation and assessment process by a) reflecting on observations to identify children's next steps in learning and use these to plan learning experiences for each child that take into account their interests and learning styles
- establish a regular two-way flow of information with other providers sharing the care of the child to ensure the needs of all children are met.

Inspection judgements

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

Children make satisfactory progress in their learning and development. The childminder has a sound knowledge of the Early Years Foundation Stage requirements and plans activities for the children. However, the system for assessment and planning is not fully established to identify children's next steps. Therefore, some activities do not relate to children's interests or extend their learning. The childminder provides a range of learning experiences including adult-led activities and child-initiated play. Children have opportunities to play indoors, go on outings to the local park or visit toddler groups to support their social skills.

Children have opportunities for arts and crafts, developing their fine physical skills as they stick small gems onto their pictures. They collect natural materials, for example leaves and sticks, and use these to make pictures connected with the season. Children develop good communication and language skills because the childminder asks appropriate questions.

She repeats words the children say, providing a role model to support children's developing speech and vocabulary. Books are popular with the children who benefit from weekly trips to the library for singing sessions and have the opportunity to select books to take away. The childminder encourages children's word recognition with some children being able to name the letters in their name. Mathematical skills are introduced through play, such as counting rhymes. Children are able to count some numbers in sequence and begin to use mathematical language, such as bigger than, when comparing objects. Children show developing skills using the mouse to operate the computer programmes, learning about cause and effect and establishing skills for their future.

The childminder has started to collate information to carry out the progress check at age two years and has discussed this with the parents. Parents are kept informed on a daily basis about their child's activities and meals through the daily diary and conversation. They are encouraged to share any learning that happens at home, to provide a two-way flow of information that ensures consistency for the children.

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

The children demonstrate a sense of security and feeling safe in the care of the childminder. They build good relationships with the childminder and each other, making firm friendships. Children are encouraged to be independent. For example, they develop appropriate personal care routines when visiting the bathroom. Children are encouraged to feed themselves and start by using their fingers, and when ready move on to using a spoon and fork. The childminder offers a range of healthy options for snacks and meal times, although children do not always have a choice of snack. The childminder promotes a healthy lifestyle, encouraging exercise and fresh air on a daily basis using the local park or walks.

Children learn about keeping themselves safe. For example, they are reminded about sitting on the chair when they are eating or to hold onto the handrail when using the stairs. The childminder carries out a basic risk assessment of her home on a daily basis, including checking the toys for safety. She has implemented several safety measures, for example stair gates across the hallway to prevent children having access to the front door and stairs. However, some hazards are not made safe, such as cleaning products in an unlocked cupboard. The childminder stated the children are never left unsupervised in the kitchen so could not gain access to this cupboard. The childminder follows suitable hygiene routines for meal times, wiping the table before children eat. However, measures to prevent cross infection during nappy changing and hand drying require improvement.

Children access an appropriate range of toys which are clean and well organised to allow children to make choices. Children have access to toys to support the seven areas of learning in addition to further opportunities at the toddler groups.

Children are developing skills to support their future progress during transitions to nursery or school. They learn to be independent, making choices of activities and learn skills such as letter and number recognition. Books are used on a regular basis to share stories and

encourage discussion when looking at the pictures. The computer is available on a daily basis, enabling children to learn about communication technology.

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

The childminder is developing her understanding of the seven areas of learning through attendance at several training courses. She understands her role in delivering the requirements of the Early Years Foundation Stage and to address the seven areas of learning. She has several documents and forms in place to begin the observation and assessment process once she has completed her training course.

The childminder has an accurate knowledge regarding the provision she offers the children. She is kind and caring, reflecting her commitment to provide a suitable, welcoming environment. She understands the processes for monitoring her provision using self-evaluation, although this is not yet fully established. The childminder is beginning to identify her strengths and weakness within her provision. She has been proactive in booking training courses to address any weaknesses, for example, in her knowledge about the observation and assessment process. Therefore, continuous improvement is promoted, enabling outcomes for children to be improved.

Safeguarding is actively promoted. The childminder has attended training to gain a sound understanding of the processes to follow if she should have any concerns about children in her care. She implements her basic safeguarding policy and shares this with the parents. Information regarding outside agencies is available to support the safeguarding procedure.

The childminder is developing her partnership with the parents to keep them well informed about their child's care and daily routines. However, systems to communicate with other providers have not been actively sought, and therefore the two way sharing of information to enhance children's learning is not in place.

The Childcare Register

The requirements for the compulsory 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	EY444362
Local authority	Croydon
Inspection number	799093
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6

Number of children on roll	5
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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