

Inspection date

Previous inspection date

16/01/2013

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

- Children have good opportunities to explore the natural world through outings to local woodland.
- The childminder promotes children creative development through a range of activities in the home and at toddler groups.
- Children enjoy access to a wide selection of equipment that are organised well to encourage independence.
- Children are valued and feel happy and secure in the childminder's care.

It is not yet good because

- Aspects of literacy and mathematics are not sufficiently promoted.
- Planning for children's next steps is not consistent.
- Arrangements for involving parents in their children's learning are not 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 had in-depth discussions with the childminder relating to her knowledge and understanding of safeguarding and welfare, learning and development requirements.
- The inspector looked at all areas of the premises used for childminding, including checking the safety in all rooms. She also looked at documentation, including policies, procedures and written observations.
- The inspector observed childcare practice and opportunities provided to the minded child present.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and three children in a four bedroom house in Sutton, within the London Borough of Sutton. The childminder is situated close to shops, parks and public transport links. The ground floor of the home is used for childminding and children have access to the secure garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. Currently there are three children on roll. The childminder offers care for from 8am to 6pm Monday to Friday. The childminder works with her husband who is also a registered childminder. She is currently minding two children in the early years age group, who attend on a full and part time basis. When working together with her husband they care for a total of three children.

What the setting needs to do to improve further

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

- develop the educational programme for literacy to ensure that it has sufficient opportunities for children write for a purpose, e.g. making shopping lists or taking messages.
- develop further the educational programme for mathematics , for example, by providing number labels and giving children a reason to count in everyday play and activities.

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

- develop the partnership with parents so that information regarding children's learning and development is shared more regularly and can be used to contribute towards planning and assessment and supporting children's learning at home.
- extend the use of observational assessment to consistently identify the next steps in children's learning and ensure they accurately inform planning.

Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage learning and development requirements. As a result, children are making sufficient progress towards the early learning goals. The childminder completes regular observations on children's development that are linked to the seven areas of learning. Children's individual learning folders contain photographs and examples of children's artwork. The childminder identifies basic next steps for children's learning however; next steps do not consistently inform planning to ensure that each child is making good progress in all areas. Nonetheless, children clearly enjoy their time with the childminder and achieve in their learning. Much of their play is child-initiated. The childminder is aware of the required two-year progress check and will implement when the need arises.

Children have ample opportunities both in the home and at the various groups they attend to develop their expressive arts and design skills. They enjoy leaf printing as they make an autumn tree with cut out leaves and real leaves. This enables them to explore a range of mediums such as paints and glue. They also use adequate skill and concentration to build towers with building blocks, promoting their physical development. Children's literacy skills are progressing appropriately. Younger children have access pens and pencils to practice their emerging writing skills. Older children are learning to write the first letter of their name. However, they have limited opportunities to develop their understanding of linking sounds to letters and using writing for purpose. For example, children lack opportunities to make lists and write in role-play. Children have good opportunities to develop an understanding of the world through visits to the local forest, where they collect cones from the forest floor. Aspects of mathematical development are encouraged, through access to shape sorters and puzzles, which allow children to explore shape, space and measure. However, they lack opportunities to see numbers, within the environment and are not encouraged to develop their counting skills through fun activities, such as counting cars or buses on outings.

The childminder has begun to develop friendly and professional relationships with parents and she spends time talking about the child's day when parents arrive to take their child home. However, parents are not fully involved in their children's learning to encourage them to extend children's learning at home.

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

The childminder and her co-childminder provide a child friendly, supportive environment where children's wide-ranging needs are met. As a result, children are happy and secure in their presence. There are some educational posters displayed in the through lounge covering the alphabet and diversity. The childminder organises her environment to encourage children to make decisions during everyday play through self-selecting toys and resources. All toys, resources and equipment are suitable for their purpose and are in good condition. The childminder visits local toy libraries on a regular basis to ensure children of all ages have access to a varied range toys and equipment. Children are valued, respected as individuals and are treated with equal concern. The childminder ensures all children have the opportunity to take part in all activities and play situations and are beginning to be aware of the local community and the wider world.

Children have access to healthy snacks and meals. At lunchtime, they are given the opportunity to express their preferences for sandwich fillings, demonstrating that they know how to choose foods that are generally healthy for them. Mealtimes are a sociable occasion where children sit at the table to eat with their peers and both minders. This helps to develop their awareness of being safe whilst eating and promotes a social time. The childminder understands the importance of fresh air and regular exercise to promote children's healthy growth and physical development. She arranges daily trips outside the home that children particularly enjoy. For example, children enjoy visiting local parks and forest where they play freely. The childminder is proactive in praising children's efforts and

achievements. As a result, children are well behaved and co-operative.

The daily hygiene routines of the provision help children to learn the importance of good hygiene practices. For example, they are encouraged to wash their hands before they eat and after using the toilet. There is a hand-washing poster displayed in the bathroom area to reinforce this practice. This helps reduce the risk of cross-infection.

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

Children welfare is satisfactorily safeguard as the childminder verbally demonstrated a sound knowledge of her role to protect children in her care. She understands the importance of keeping records and sharing relevant information with other professionals in the event of any concerns arising. She understands the procedures to follow if she has concerns about a child. She has devised a written child protection policy that is shared with parents. She also takes the lead role in compiling and conducting written risk assessments that cover all areas of her home accessed by children and some outings. There are a number of safety measures in place, such as cupboard locks and socket covers. This means children play in a safe environment.

The childminder has recently begun childminding. Self-evaluation is in the early stages, and is used to evaluate her practice and the effectiveness of their provision in meeting the care and learning needs of each child. She is keen to meet all requirements and demonstrates a commitment to learning more about what she can do to support children's ongoing development through further training. Parents have completed questionnaires to help in the evaluation of her practice further. Parents' comments are positive. Partnership's with parents is generally positive and they are provided with daily diaries, if they wish. These include details of children's food intake, nappy changes and general comments about their day. This enables parents to be informed of children's welfare and day. She also sends parents photographs by text if their child has accomplished something new, so they can share in their achievement immediately. The childminder shares her detailed range of policies and procedures with parents, so they are informed of the childminder's responsibilities and practice.

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	EY448580
Local authority	Sutton
Inspection number	811970

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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