

Inspection date

Previous inspection date

25/02/2013

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 effectively supports children's emotional well-being because she is sensitive to the way they are feeling and offers lots of reassurance.
- Children are offered a good balance of learning opportunities that support their individual learning needs and interests.
- Systems for assessment encourage parental involvement to enable them to build on and contribute to their child's learning at home.
- The childminder involves children in the regular risk assessments, to help them develop a good understanding of their own safety.

It is not yet outstanding because

- There are fewer opportunities for children to use or experience their home languages while they play.

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 discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and also sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2012 and works from a house in Sutton, located in the London Borough of Sutton, close to Carshalton Village, shops, parks and public transport links. All areas on the ground floor are used for childminding purposes. Children have access to a garden for outdoor play. She lives with her husband, two adult daughters and two sons, both aged over eight. They have a pet cat and a dog.

The childminder is also registered on the compulsory part of the Childcare Register. The childminder offers care from 7am to 6pm on Monday to Friday. She is currently caring for

three children in the early year's age group. The childminder works term-time only and supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- increase opportunities for children learning English as an additional language to have chances to express themselves in their home language some of the time, in order to help everyone learn about each other's backgrounds.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. She uses her experience and secure understanding of how children learn to plan and provide a good range of play activities and experiences. She supports children well as they adapt and settle into a new environment. As a result, children are developing confidence, show they are interested and engaged in their play. They are also making good progress in their learning and development in relation to their starting points. The childminder develops positive relationships with parents. She consults with them frequently and shares information about children's care and learning.

Children's mathematical development is progressing well. They enjoy using stacking cups and the childminder extends the activity by introducing the colours of the cups. The childminder is proactive in fostering children's communication and language skills well. During routine activities and play, she reinforces communication and language. For example, when looking out the window she talks about the wind blowing the leaves in the tree as the minded child watches in awe. The childminder also responds well to the different messages young children attempt to convey. As a result, younger children feel valued and happily take part in discussions.

Children's understanding of the world is fostered effectively through a range of activities and opportunities. They are developing an understanding of themselves and other people in the community. They celebrate a range of festivals throughout the year that include Chinese New Year, Christmas and Easter. Children also enjoy taking part in cooking activities and had have made mini pizza's and cupcakes. This helps them to learn about weight and measure and provides good opportunities to discuss healthy eating. Younger children show interest in information, communication and technology. For example, they

use activity centres and learn to make the toys work by pressing buttons and lifting flaps to achieve effects such as sounds or movements. The childminder provides children with a good range of experiences to develop their skills and prepare them school and or for the next stage in their learning.

The childminder regularly observes and records children's development and achievements. This system enables her to monitor their progress effectively. She uses her observations well to enable her to plan the next steps for each child's learning. She uses national guidance documents to monitor their progress in all areas of learning and provides effective opportunities to help them develop. Parents are fully involved with their children's education and are encouraged to make comments on their weekly observation records. They are also informed of what their children need to learn next to allow them to continue the learning at home. The childminder is aware of her responsibility to complete the progress check for children aged two years and the importance of liaising with parents to compile these reports.

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

Children quickly develop secure attachments with the childminder. There are good systems in place to support children who are settling into the childminder's care. Younger children seek out the childminder while in the presence of visitors for reassurance. They express their needs, for example if they want a particular toy or something to eat. This shows that they feel safe and secure in her care. The childminder helps children to learn about expectations of their behaviour and safety during everyday experiences, such as taking part in fire drills. This enables them to know what to do in the event of an emergency.

The childminder organises her provision well to make certain it is clean, welcoming and child-centred. There are child centred posters displayed throughout the home about healthy eating, hand washing, shapes and colour. This reinforces children's understanding about their learning and health. They benefit from a broad range of resources that promote all areas of learning. There is a good selection of toys and equipment, stored at low level and some in clear containers. This enables children to make choices and follow their own interests during play. Younger children develop their social skills as they participate in outings to playgroups where they can socialise with other children.

Children gain regular exercise and fresh air as they visits local parks and use the childminder's garden. This enables them to run freely and use a range of large fixed play equipment promoting their health and physical development. Children enjoy nutritious home cooked meals, and snacks that include lots of fresh fruit and vegetables; this enables children to develop healthy eating habits. Children are encouraged to wash their hands at appropriate times. Children with English as an additional language are welcomed into the setting. However, there are fewer opportunities for children to use or see their home language in the setting, to further build on their confidence and self-esteem.

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

The childminder has a good understanding of safeguarding and child protection procedures, which enables her to act in the best interests of the child if she has any concerns. She takes positive steps to make sure her home and activities are safe by implementing robust risk assessment. For example, she completes written and daily visual checks of the home and garden with the children. This helps them to take responsibility for their own safety. The childminder is aware of her responsibilities in meeting the welfare and learning and development requirements.

Parents are positive in their praise of the childminder. They comment that 'She provides a wide, range of information about my child's welfare and learning'. Parents are also given the childminder's policies and procedures and are asked to confirm that they have read and understood them. As a result, parents have a clear insight into her responsibilities and the way she organises her childminding service. She builds good relationships with parents and obtains an extensive range of information from them when children first start. This allows her to plan an effective range of activities and to accommodate routines to meet individual children's needs. Parents are informed of their children's developments through an effective range of communications. For example, daily diaries, observation folders and daily discussion. These communications result in a good two-way flow of information. The childminder currently does not care for children who attend other early year's settings. However, she is aware of her responsibility to establish links to ensure a three-way flow of information sharing between the parents, school and her childminding service.

The childminder has begun to self-evaluate her practice. She shows a clear awareness of the quality of her service, including her strengths and areas that she plans to improve. She actively seeks the views of parents and is quick to respond to any queries raised by parents about her policies and procedures. In addition, she shows an awareness of her own professional development and since registration, she has completed additional training for the Early Years Foundation Stage framework, and observation and assessment for the early years. All of which demonstrates the childminders commitment to continuous improvement.

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
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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	EY448591
Local authority	Sutton
Inspection number	881642

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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