

Inspection date

Previous inspection date

16/05/2014

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

- Children freely access a wide range of resources indoors and outdoors to promote all areas of their learning and development.
- The childminder forms positive relationships with children and parents. These warm and affectionate bonds with the children help them feel safe and secure while in her care.
- The childminder demonstrates good quality teaching methods. As a result, children make good progress in their all-round learning.
- The childminder has a good understanding of the safeguarding and welfare requirements. She promotes children's well-being and safety effectively.

It is not yet outstanding because

- The childminder does not always provide children with sufficient time and space to follow their interests during planned activities and to further promote their independent 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
- 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 conducted a tour of the premises during the inspection.
- The inspector observed the childminder with the children during activities in the garden, snack and lunch time.
- The inspector discussed and sampled the childminder's documentation, including child development records and her self-evaluation form.
- The inspector took into account the views of parents included in the parental questionnaires.
- The inspector checked evidence of suitability and training qualifications of the childminder.

Inspector

Vanessa Brown

Full report

Information about the setting

The childminder was registered in 2013. She lives with her husband and two young children in the Worcester Park area of Sutton. The ground floor and first floor of the home are used for childminding. There is also an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has two children on roll in the early years age group. The childminder operates four days a week from 7.30 am to 2.30 pm and works as a nanny in the afternoons. The childminder receives support from the local authority early years team.

What the setting needs to do to improve further

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

- develop the organisation of planned activities further to give children sufficient time and space to follow their own interests.

Inspection judgements

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

The childminder provides good quality learning experiences which support children in the move on to their next stage of development. The childminder's good quality teaching and wide range of easily accessible resources indoors and outdoors ensure that children remain engaged and motivated to learn. The childminder uses a catalogue with photographs and words to show all of the toys and resources which children choose from. This supports children's independence as they start to recognise words.

The childminder plans activities that follow children's interests to support their development. For example, children learn about mini-beasts on a bug hunt where they use magnifying pots and talk about their findings. This supports their communication and language development, and understanding of the world. The childminder organises activities to extend children's interests in animal homes as a result of a visit to a local farm. Children learn where worms, spiders and snails live as the childminder constantly talks about what they are doing. Children count the number of legs on a spider and the childminder teaches children why snails live in shells. Children develop a sense of ownership of their work and are encouraged to write their names on a list of insects they find on the bug hunt. However, the childminder does not always provide children with time and space to follow their interests during planned activities. As a result, they get distracted and learning opportunities are not maximised.

The childminder helps older children to confidently recognise and learn to write letters.

This supports them in readiness for school. Children begin to learn about the wider world as the childminder introduces topics on countries connected with the children in her care. For example, children learn about where Australia is on the map of the world and the animals that live there. Children choose a country from the atlas and the childminder provides opportunities for children to learn about it.

The childminder observes children in their play and uses this, as well as information from parents and other providers, to identify and plan their next steps for learning. The childminder keeps parents well informed of their child's progress. She completes daily diaries and a 'learning journey' for each of the children in her care which she shares with parents. This means parents know what their child is doing while in the childminder's care and are encouraged to extend children's learning opportunities at home. The childminder understands her responsibility to provide parents with the required progress check for two-year-olds when appropriate. She works closely with other early years settings some children attend. These successful working partnerships help to ensure a consistent approach to the children's learning and development. As a result, children make good progress towards the early learning goals in relation to their starting points.

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

The childminder builds warm attachments with the children in her care. She provides opportunities for children of different ages and abilities to build relationships. This is because activities motivate and challenge children as they work together to explore and discover new things. This supports their confidence and self-esteem. For example, children play with lentils and different types of beans and the childminder explains the different names of them. Children work out together how to balance cardboard tubes so they can pour beans into them. They think about why different sizes of beans make different sounds and the childminder uses questions such as 'what if we did this?' and 'why do you think this happens?' This encourages children to think critically. The childminder extends children's communication and language as she introduces new words to their vocabulary. For example, children discuss planting the beans and the childminder talks about the beans needing sun and water to be able to germinate.

The childminder's home provides the opportunity for children to choose when they play outdoors. Consequently, children benefit from lots of fresh air and exercise. Children move around the childminder's house and outdoors confidently. The childminder provides opportunities for children to become independent. The childminder encourages them to go to the toilet on their own and put on aprons when they play outside with water and bubbles. She reminds them to wash hands before meals and snacks as well as after digging in the soil and looking for snails. This helps to prepare children well for the next stage in their learning. Children choose from a range of healthy snacks and at lunchtime are encouraged to help wash and cut up fruit. They are encouraged to try new foods, and pictures of fruit and vegetables remind children of healthy lifestyles.

The childminder helps children learn how to behave well. She regularly praises children for good behaviour and encourages them to share and be kind to each other. When children

show challenging behaviour the childminder uses distraction techniques and moves them on to a different activity. She acts calmly and recognises that some children show frustration when they are not yet able to communicate well. The childminder promotes children's awareness of keeping themselves safe effectively. She reminds children to walk up the stairs carefully and sensibly when going to the toilet. She regularly takes time with the children to walk the evacuation route and explain to children what they need to do in case of a fire.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective policies and procedures in place to safeguard children and has attended appropriate training. The childminder has a good understanding of safeguarding procedures and what to do if she is concerned about a child in her care. All of the adults in the household have undergone the required suitability checks. This helps to protect children while they are in her care.

The childminder ensures that her premises are safe, secure and hygienic by completing regular risk assessments for all areas of the premises and taking advice from the local fire brigade. The childminder is well organised and implements a range of effective policies and procedures which she shares with parents. She also keeps detailed information and permissions from parents in relation to children, such as medication requirements and allergies. This helps to meet children's individual needs consistently.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a good combination of child-initiated and adult-led activities to support children's learning and development. She is enthusiastic and motivated to provide a high level of care and learning for all children. The childminder evaluates her practice using observations of children and also includes the views of parents gained from parental questionnaires. She uses this process, as well as gaining information and advice from her local authority, to reflect on and develop her practice. She has identified further training to enhance her skills and knowledge and evaluates her provision well. This promotes ongoing improvements to benefit children in her care.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY463949
Local authority	Sutton
Inspection number	940332
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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