

Inspection date

27/02/2014

Previous inspection date

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 skilfully engages and involves children in stimulating activities, where they are enthusiastic to learn.
- Children are safe and secure and their well-being is fostered as the childminder has a good knowledge of their needs and family. This results in the children being able to share their home experiences with the childminder.
- Children show good levels of independence. They are settled and have developed a good relationship with the childminder. As a result of this the children are happy and comfortable in the childminder's home.

It is not yet outstanding because

- Although the childminder works well with the parents, they are not fully aware of their children's next stage of learning so they may further support them at home.
- The assessment systems do not include additional tracking of the progress children are making.

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

Inspection activities

- The inspector observed the children in the play areas of the childminder's home.
- The inspector viewed the childminder's documentation, including policies and procedures to support her childminding practice.
- The inspector took account of feedback provided by parents during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector sampled documentation of children's learning journeys.

Inspector

Maria Powell

Full report

Information about the setting

The childminder registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children in a house in Raynes Park in the London Borough of Merton. The whole of the ground floor and two bedrooms on the first floor are used for childminding. There is also a rear garden for outdoor play, which is fully enclosed.

There are five children in the Early Years age group on role including children for whom English is an additional language. The childminder holds a certificate in childminding practice.

What the setting needs to do to improve further

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

- improve the assessment procedures, so children are tracked effectively in regards to their learning and development.

- develop a system where parents are fully involved with children's next steps of learning.

Inspection judgements

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

The childminder's knowledge of the Early Years foundation stage Framework is good. She demonstrates a good understanding of how children learn and develop by looking at the children's starting points from home, and planning for their interests. This motivates the children to learn as they are engaged with activities that interest them. When children participate in cooking activities they begin to look at size of objects. The childminder role models mathematical language about the different size spoons children are using, and when they hear the mixer being used the children imitate the sound. The childminder supports children by counting with them as they count the eggs they will be using whilst cooking. As a result, children are using their early mathematical skills and also their early communication and language by listening to and imitating the sound of the mixer. They clearly enjoy and benefit, showing excitement during activities.

The childminder uses her training in 'sing' and 'sign', to engage with the children during the day. The children respond extremely well to the signs and respond back by communicating 'please', 'thank you' and 'more'. Children listen to the music and dance enthusiastically by moving their bodies from side to side, while giggling at each other and

joining in with the actions. As a result of this children are finding other ways to communicate, as well as using their physical skills. The childminder has good information in children's learning journeys about observations she has made on various play experiences such as role play, cooking, mark making and drawing. She clearly evaluates activities and sets a next step for the children's learning. Although parents are kept fully informed about the children's day through verbal communication and daily diaries, they are not aware of their child's next stage of learning. This is because observations which have been recorded are not shared with the parents. The childminder has begun to complete progress checks for children who are two years old that show children are making good progress for their age and ability.

The childminder provides stimulating activities such as small world, puzzles, books, and cameras which operate electronically. Children demonstrate curiosity as they operate the cameras, pressing the on and off buttons and talking about what they are doing. This supports children's basic understanding of technology and problem solving skills. The childminder sings songs with the children, representing numbers by counting with her fingers as she counts out aloud. Children respond well as they sing along together. This is a sociable time between the childminder and children. Together with their mathematical skills they develop an understanding of turn taking as the childminder calls their name.

The childminder encourages the parents to complete an 'all about me' form so she is aware of all children's individual needs, as well as any other languages spoken at home. The childminder provides specific books which relate to the home languages of the children. This supports children with their communication and language and allows them to speak in their home language and English.

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

The childminder has developed secure relationships with the children and shows affection to the children as she cuddles them throughout the day when they become upset. This results in the children feeling secure in the environment, as they are happy and comfortable. They demonstrate that they are happy and confident in the childminders home as they explore with the exciting and stimulating toys which have been set out. Children behave well when with the childminder. They smile and giggle together as they play alongside each other, with good support and guidance from the childminder.

The childminder finds out about the children's likes and dislikes and sleep patterns when they start, as all this information is provided by parents when their child starts. This helps to ensure she meets all children's individual needs effectively. During children's nappy changing time, for example, the childminder makes this a sociable occasion as she talks to the children and they respond back by smiling and clearly enjoying the interaction. The childminder prepares a healthy lunch for the children, where they are able to choose what they would like to eat. They choose from cheese, crackers, and cucumber, and a selection of sandwiches. This helps children learn the importance of healthy eating. The childminder sits with the children at meal times to encourage their social skills and they learn about their personal hygiene and care routines through daily routines and discussions. This

supports children when they move onto future learning and school settings.

Children play in an environment which is organised and well resourced to engage their interest. The childminder reminds the children about safety as they are encouraged to walk when inside the childminders home. Whilst children are participating in cooking activities, she reminds the children about the oven being hot and that only adults can go near the oven. The children know where to stand when entering the kitchen, demonstrating their growing awareness of safety, also reiterating the word hot and signing to show they understand. The childminder gives children the opportunity of visiting their local nurseries to support their transitions. She has a good links with other professionals in the nurseries and schools within the local area.

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

The childminder has a secure knowledge of the welfare and learning and development requirements of the Early Years Foundation Stage. The childminder is aware of safeguarding issues and has a good understanding of what to do if she has concerns about a child in her care. She has well written policies and procedures in place and these are shared with parents to inform them of the service she provides and request consent where needed. The childminder carries out regular risk assessments to ensure the children's safety in her home.

The childminder has a good understanding overall of learning and development requirements. She monitors the educational programmes so that they reflect the seven areas of learning. She has a good balance of activities set out for the children during the day that encompass both child and adult led activities. However, she has not fully established a tracking system to chart individual children's progress and close any gaps in children's learning. She has strong relationships with the parents. The childminder ensures that parents receive information each day about the children's well-being, meals and activities, through daily diaries. Parents commented that that they are happy with the service she provides. They are pleased at how well the children have settled in, and happy with the care the childminder gives the children. Parents are aware that the childminder observes the children, however, the childminder has not yet fully encouraged the parents to contribute to the children's next stage of learning.

The childminder is committed to maintaining continuous improvement and completes a self-evaluation process to identify strengths and weaknesses in her home. She also gains the views and opinions from the parents through questionnaires, on how her service can be improved. The childminder has further plans to attend further training courses to enhance her child care knowledge and skills.

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
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	EY465624
Local authority	Merton
Inspection number	935276
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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, 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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