

Inspection date	14/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 enjoy a wide variety of activities which support their development across all areas of learning.
- Children enjoy a good relationship with the childminder who provides an inclusive, secure environment where children have familiar routines and feel safe.
- The environment is stimulating and offers rich opportunities for indoor and outdoor play.
- The childminder communicates enthusiastically with the children, enhancing their communication and language.
- The childminder completes a thorough self assessment and identifies aims for ongoing professional development and improvements to her setting.

It is not yet outstanding because

- The system for parents to contribute to their children's records is not fully established.
- There are missed opportunities for children to develop their independence at mealtimes.

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 looked at children's development records.
- The inspector observed the interaction between the childminder and minded children.
- The inspector spoke to the childminder about her service.
- The inspector took account of the view of parents.
- The inspector looked at the childminders self-evaluation.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child, who is in the early years age range. Her home is situated in Thornton Heath, which is in the London Borough of Croydon. All areas of the home, with the exception of the master bedroom, are used for childminding. Play activities take place in a dedicated playroom which has direct access to an enclosed garden, and the childminder's lounge. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder speaks English, Slovak, and German and has a level three qualification in childcare. There are currently three children attending, of whom two are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the partnership with parents by Increasing the opportunities for them to contribute to the daily diary and children's development records

- increase opportunities for children to develop their independence at mealtimes, by pouring drinks and serving their own meals.

Inspection judgements

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

The childminder provides quality play experiences that promote and extend children's development. She successfully supports the children's personal, social, and emotional development. She knows children well and uses initial information from parents combined with observation, to assess children's progress. The childminder makes effective plans for children's next steps, which clearly outline the areas she is focussing on for their further development. She has some systems in place to share children's progress records, for example, she e-mails photographs to parents, and she maintains a daily diary of the children's day. However, the system for parents to contribute to these records is not fully in place. The childminder promotes the characteristics of effecting learning in her daily plans, this allows the children to be active whilst playing and exploring. This is evident as the children explore and develop their senses in creative activities, as they play inside and in the garden. The childminder provides an interesting decked area that has a cover, so the children use it as an extension of the playroom. It provides an inviting place to play, with a tent and book area and an area for imaginative play. The childminder makes good

use of natural materials and children have made sensory bottles filled with different items, for example, lentils. Children shake them and bash them, listening to the sounds they make.

The childminder's home is well organised and provides children with ample space and equipment to develop their physical skills. For example, they play on the trampoline in the back section of the garden and use resources to practise their balance. Younger children move their bodies to the music they make as they play the keyboard. Children are developing good communication skills and have their vocabulary very well supported and promoted. The childminder supports their language well through continual communication, as she provides a narrative as children play. She uses open questioning, which helps children of all ages develop their speaking and listening skills. The childminder develops children's understanding of the world by providing play experiences about insects and animals. When reading the children a book, she makes the noises of the different animals and all the children mimic her. She asks the children to guess which animal is it. The childminder is very positive in her approach and she manages the needs of the children well. She offers a good balance of organised and self initiated activities. The childminder supports children's early literacy skills well as she labels resources and displays a variety of print. She also names and displays children's artwork and children check to make sure their name is on it. The childminder supports children's mathematical development during everyday play activities. Together they count the number of animals in the book and the childminder leaves appropriate gaps so the children can say the next number. Children also gain an understanding of the world through their environment, which is rich with resources to promote their awareness of people and communities. The childminder has a good knowledge of the learning and development requirements and the observation and assessment cycle. She has a secure understanding of the educational publications and uses these to show how children are emerging in their development. The childminder is aware of the requirement to complete the progress check for children aged two years olds, when appropriate, which she intends to share with parents to promote continuity in children's care and education.

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

Each child's individual care needs are managed well by the childminder. She obtains information from parents about children's backgrounds, their likes, dislikes and dietary needs. She plans settling in procedures to help children get used to their new setting. The childminder continues to communicate closely with parents about children's welfare needs and this helps to promote consistency of care. For example, together they plan for children's routines and their dietary needs. The childminder shows a commitment to working with other providers of the Early Years Foundation Stage who are involved with the children. The children demonstrate a good bond with the childminder. They are confident to move between the inside and outside play areas and they approach her to ask questions. They behave very well and the childminder talks to them about working together and she manages any minor disagreements in a calm manner.

The childminder promotes children's good manners and she acknowledges them with

praise when the older children are helpful to the younger children. For example, children get tissues for one another and help each other to take their aprons off after a painting activity. The children listen to the childminder when she explains clearly about keeping themselves safe. The children make good use of the inspiring playroom and outdoor area. They are able to choose freely from plenty of well maintained resources that include lots of natural materials. For example, children have made a cave from boxes, leaves and conkers for the dinosaurs to live in. The children have also made laminated books from photographs. They include books about the children's family, which fosters children's emotional development and strengthens the link with their home. They have also made books about the outings they have enjoyed to the park and the lake. The children really enjoy looking at these books and recalling the things they enjoyed on their outing. The childminder provides good, healthy home cooked lunches and all meals and snacks are discussed and agreed with parents to ensure children's dietary needs are fully met. The childminder ensures children have access to regular drinks so they do not become thirsty. She serves lunch and sits with the children, making it a social occasion. There are some missed opportunities at mealtimes, however, for children to develop their self-help skills, pour their own drinks and serve their own lunch. Children enjoy going for regular walks and outings to local country parks. The childminder maintains close supervision while enabling them to explore the different environments.

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

The childminder holds a level three qualification in childcare and she is an experienced practitioner. She demonstrates a very good knowledge and understanding of the safeguarding and welfare requirements. She maintains good regulatory records and has all the required documentation in place. The childminder implements a transparent safeguarding policy which outlines the procedures she will take in the event of a safeguarding concern. She shares all policies with parents and reviews them regularly to ensure they meet up-to-date guidance. She provides information for parents about every aspect of her service including information about the Early Years Foundation Stage and her activity planning. The childminder prioritises children's safety. She carries out detailed risk assessments so that hazards are minimised in the environments she uses with the children. The childminder practises the evacuation drill frequently with all the children and there are very clear procedures in place for children when they are outside the setting.

The childminder provides an inclusive, stimulating environment, which she organises very well. Children play mainly in the lounge and on the decking area of the garden. They access the kitchen for hand washing and for baking activities. The environment is well equipped with quality toys and resources, which suit the age range of the children attending. The childminder has good systems in place for effective partnerships with parents and she uses a variety of systems for communication. This is working well to promote children's welfare. The childminder makes monthly plans for individual children to offer personalised learning. She uses an accurate system for tracking to monitor children's progress and to identify any gaps in children's learning. Parents comment they are very happy with the care and education provided and they comment on how smooth the

transition into the setting was.

The childminder is a reflective practitioner and she uses her very effective self-evaluation process to continually develop her practice. Since registration, she has sought the guidance from a support childminder, attended safeguarding training, and also attended a relevant short courses. She has clear aims identified for the future development of her service, as she aims to work towards providing an outstanding level of care, learning, and development opportunities for all children and their families.

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	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 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 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	EY458528
Local authority	Croydon
Inspection number	911079
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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, 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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