

Inspection date

Previous inspection date

12/09/2012

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's effective use of risk assessment and careful supervision mean that children play in a very safe and secure environment.
- The excellent communication with parents means children's needs are consistently well met.
- The childminder spends a lot of time giving children individual attention which results in close relationships supporting children to feel safe and secure.
- Children's language development has high priority. The childminder interacts constantly and warmly following children's lead supporting their developing vocabulary well through play.

It is not yet outstanding because

- The childminder is not yet maximising all opportunities to promote children's developing independence.

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 observed the children participating in activities and interacting with the childminder
- The inspector observed the daily routine and practice and discussed the organisation and managing of the childminding service with the childminder.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; self-evaluation and communication with parents.
- Parent's views were taken into account through a letter written to the inspector.
- The inspector discussed risk assessment with the childminder and inspected the premises

Inspector

Denys Rasmussen

Full Report

Information about the setting

The applicant lives in Putney, in the London Borough of Wandsworth. She lives with her partner and two children. She proposes to be registered for five children under eight years

and of these three may be in the early years age range. She proposes to be registered on the Early Years Register and the compulsory and voluntary Childcare Register. The whole of the downstairs and a bedroom upstairs will be used for childminding purposes. There is an enclosed garden for outdoor play.

Inspection judgements

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

The childminder provides interesting and age appropriate experiences that cover all areas of learning, focussing on the prime areas. She understands the children's skills, knowledge and understanding because she discusses the children daily with their parents and observes them carefully during play. This means she is able to plan suitably challenging activities that interest the children and support their good progress. The childminder shares information about the children's achievements and changing needs with the parents every day. This effective partnership significantly contributes to all the children's good progress and enables children's individual needs to be consistently well met. Children's communication and language skills are very well supported. The childminder interacts constantly with the children and develops their vocabulary while having fun. For example, while playing peek a boo through the play house window, she repeats 'open' supporting the child's growing vocabulary. The children enjoy singing action rhymes and demonstrate they are listening by trying to join in with the actions and vocalising. Children's love of books is supported by trips to choose books at the library, snuggling up to the childminder to share a story and attending story-time with other children at the library.

The childminder has organised the environment well to support children's physical development. Resources are provided that stimulate young children to handle and manipulate things and problem solve. For example, a child carefully posted bricks into a pulley in a toy garage and then made them move. Children also enjoy experimenting with water when playing in the garden; they float boats, splash in the paddling pool, use watering cans and make cups of tea. Children enjoy pushing the buggy and train around and are confidently mobile. Children's independence is supported when they are encouraged to make choices in their play. However, not all opportunities are exploited to promote the children's growing independence. Children are supported well to make sense of their own life experiences. For example, pretending to Hoover the floor and feed their 'babies'. The childminder counts with the children during everyday routines, such as when tidying the toys and going up and down the stairs. Children enjoy visits further afield increasing their understanding of the world. For example, when visiting a theme park to look at the fish and sharks and attending a children's theatre.

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

Children's emotional development is very well supported. The children develop close bonds with the childminder who spends a lot of time giving the children individual attention. This supports them to feel safe and secure. The childminder provides activities to support children to keep themselves safe. For example, children learn to come down the step in the garden safely by practising this with the childminder. There is a stimulating, well-resourced and welcoming environment where effective risk assessment and vigilant supervision enables the children to play safely.

The childminder works very closely with the parents and they share information daily both verbally and through written diaries about the children's routines. This supports the children's individual needs to be appropriately met promoting their well-being. Parents comment about the very 'caring' childminder who 'always puts their child's needs first' and their appreciation of the 'help and advice' she gives 'towards their child's well-being. Good hygiene practises and an effective sick child policy help to prevent the spread of infection.

The childminder instinctively knows when the children are tired or hungry or just need a cuddle and follows the child's home routines. She supports their good health by providing healthy meals made from fresh produce and ensures the children are offered plenty of fresh fruit and vegetables. Fresh air and exercise are an important part of the daily routine. The childminder has realistic expectations and she liaises with parents to be consistent with behaviour management strategies. She promotes children's self esteem through praise, being respectful and by meeting their needs in a timely way.

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

Partnership with the parents is strength and makes a strong contribution to meeting children's needs. Although the children do not use other services the childminder is very aware of the importance of establishing partnerships to support their individual needs. The childminder is very organised. Parents are well informed about how the childminder organises her service through her portfolio and sharing of policies and procedures. Daily discussions, supplemented with a written diary, are used to respect parent's views and to share how their children spend their time. Parents comment on the 'safe and enjoyable' experiences provided by the childminder. They report that her home is a 'fun and safe play space' and that they are 'delighted' with the childminder and 'trust her completely'.

The childminder has a good, secure understanding of how young children learn and provides a broad range of experiences to support the children's good progress. Her

strength in supporting children's communication and language skills mean children are developing very well in this area. Because she provides one-to-one care she is able to get to know the child extremely well which enables her to tailor the environment to the child's specific needs. This also helps her to gain an accurate understanding of the child's progress and interests so she is able to target areas where more support may be needed. She demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage which is embedded in her good practice. The childminder's self-evaluation takes the views of parents into account and she uses publications and talks to other carers to improve on her practice. Her drive for improvement is demonstrated by her plans for further training.

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. 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	EY444412
Local authority	Wandsworth
Inspection number	788191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	5
Number of children on roll	1
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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