

Inspection date

Previous inspection date

02/10/2012

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

- Children form very positive relationships with the friendly childminder and as a result, gain confidence in themselves, which encourages them to have a go at play activities and effectively promotes their learning.
- Children are offered an exciting range of purposeful play experiences that effectively support them in making good progress in their learning and development.
- Children's communication and language is very well supported through the positive reinforcement given by the childminder of the sounds they make and words.
- Children's individual routines are clearly recognised and supported, which helps them to settle easily with the childminder.

It is not yet outstanding because

- There are limited opportunities for the children to attend group sessions to allow them to mix with other children of different ages.

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 childminder and the children she was caring for. This took place in the childminder's in the purpose built play room
- The inspector viewed documents including planning, policies, and assessments.
- The inspector discussed the day-to-day running of the setting with the childminder. Safeguarding was discussed and the policy sampled.

Inspector

Julie Biddle

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and four children in the London Borough of Richmond. The whole of the ground floor of the house is used for childminding, with toilet facilities and an area for sleeping on the first floor. There is a fully enclosed garden for outdoor play. Children will also have access to a self-contained playroom in the garden. The playroom has toilet and washing facilities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one child in the early years age range, on roll.

What the setting needs to do to improve further

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

- Plan activities outside of the home where children can learn to be socialise with other children.

Inspection judgements

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

The childminder provides children with interesting and challenging experiences that meet their individual needs. The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. Children are encouraged to enjoy their play and are motivated to learn as they play. They respond with enthusiasm to the activities the childminder introduces. For example, she introduces real corn and squash for the children to explore, taste and feel. Since registration, the childminder has revised her assessment and planning to make certain she is meeting the needs of the children. Children have uninterrupted time to play and explore in the safe, secure environment.

Children enjoy being active as they play in the childminder's garden. They access toys to ride and push along and enjoy digging in the sand and vegetable garden. The childminder offers a consistent commentary to the children during their play. She asks questions that extend their vocabulary, ability to communicate and to think and control what they do. This can be seen as children copy sounds, particularly when the childminder sings familiar songs and lullabies. This develops their ability to understand, listen and speak. The children enjoy using their imagination as they play in the home corner cooking with pots and pans.

The childminder provides children with a good range of opportunities to learn about the natural world for example, through planting and caring for vegetables in the garden. However, there are limited opportunities to visit groups where children learn how to socialise with others. They make marks, with large chalks and use sponges to paint pictures. The childminder turns all experiences into a learning experience. For example as they tidy the chalks, she counts as the children put the chalks into the bucket.

The childminder shares daily diaries with parents, which keeps them well informed of their child's activities. She discusses children's progress with parents and encourages them to contribute with their observations of their children at home. This helps to promote a shared approach to children's care and learning.

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

Children feel safe and secure in the childminder's home. They enjoy playing with the childminder and move around the home with confidence. Children explore their environment, making use of the wide range of toys that they can access independently. Children demonstrate they are confident in the setting. They potter around using the childminder to support them with their early walking skills. Babies show that they are very attached to the childminder and turn to her for comfort and cuddles when they get tired. The children are completely relaxed as they snuggle up to childminder, joining in with her singing familiar songs as they fall asleep.

Children receive a healthy diet in the childminder's home. She offers nutritious meals and snacks where some of the ingredients are home grown and picked by the children. The childminder encourages children to make healthy choices. To enhance children's understanding of food products they play with real boxes and food containers in the home corner. Children are encouraged to take responsibility for their own health. For example, while the childminder changes nappies the children wipe their hands with a wipe. The childminder encourages the children to enjoy outdoor experiences in the well-resourced garden where they can play with scooters, bikes and push along toys. In addition, they visit local parks where they play on the 'big slide' and collect acorns. The childminder uses well-written policies and procedures to promote children's good health. For example, parents are aware of when they must not bring ill children to the setting.

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

The childminder is well organised. She has a clear understanding of the requirements of the Early Years Foundation Stage and ensures all the required documentation is in place. She implements thorough procedures to safeguard children and promote their welfare and learning. The childminder plans her days carefully and has started to evaluate the success of activities. She provides children with a broad range of experiences that help them make progress towards the early learning goals. The childminder maintains accurate records demonstrating children's progression. With the help of the local authority and her own evaluations, she successfully identifies areas where she can make improvements. For example, she wants to enhance her knowledge of supporting children with special educational needs and /or disabilities. She attends further training, meaning she keeps herself up to date with current childcare issues and legislation. She clearly demonstrates a good capacity to maintain continuous improvement and achieve the high expectations she sets herself.

Parents receive a good range of written and verbal information about the childminder's practice. Currently, there are no children attending another setting or who require additional support. However, the childminder is fully aware of the importance of liaison

with others so they can work together and achieve continuity in their care and learning.

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	EY443284
Local authority	Richmond upon Thames
Inspection number	790923
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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