

Inspection date

Previous inspection date

08/10/2012

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

- The childminder provides an environment where children can feel safe and secure and become familiar with daily routines. They are happy and motivated and encouraged to try new things. The childminder knows the needs of the children well and meets these successfully.
- The childminder has a good understanding of how children learn which ensures that children make good progress from their starting points.
- The premises are welcoming and resources are organised efficiently to enable children to make independent choices in their play.
- The childminder shows a strong commitment and capacity to improve the quality of her care through reflective practice.

It is not yet outstanding because

- Parents are made aware of children's routines, activities and achievements. However, systems to share information about their learning and development, and how parents can extend their learning at home are in the very early stages.
- Interaction is good and children's language is developing well. However the childminder does not consistently repeat new words to very young children to consolidate and extend their vocabulary further.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's learning journals and at a range of documentation. This included individual learning plans, risk assessments, and training that the childminder has attended
- The inspector took account of the views of parents and carers by looking at recent questionnaires.
- The inspector observed activities inside of the home.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and six-year-old daughter in Balham in the London Borough of Wandsworth. The whole of the ground floor flat is used for childminding apart from the master bedroom. There is a fully enclosed garden and children are regularly taken to local parks. The childminder is registered on the Early Years

Register and the compulsory and voluntary part of Childcare Register. There are currently six children on roll and all but one of the children are in the early age range. Children attend for different sessions during the week. The childminder walks to local schools to take and collect children. She attends local drop-in groups and the public library. The family has pet fish. She has a NVQ Level 3 qualification in childcare.

What the setting needs to do to improve further

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

- improve systems to share information with parents about the progress their children are making so that they can regularly contribute to the ongoing assessment and support learning at home.
- strengthen opportunities for children to build their vocabulary by using and repeating single words, speaking these clearly and through the use of pictures, books and real objects.

Inspection judgements

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

The childminder has a good knowledge of the educational programmes and she provides children with a wide range of stimulating resources and activities. She has a good understanding of children's starting points from information gathered from their parents. She gives parents daily information about children's routines and achievements. However, systems to share detailed information about children's progress, in order to enable parents to contribute to their child's learning at home, are not fully established.

Observations of the children link clearly to the areas of learning. The childminder confidently assesses children's progress and identifies their individual learning priorities. Opportunities for learning are helping all children to reach, and sometimes exceed expected levels of development. Photographs of the children at play in their individual scrapbooks have a statement written underneath statement describing the areas of learning to which they link. Planning takes into account the individual needs and interests of all children attending.

Children have opportunities to play and explore as they engage in new experiences. For example, the childminder introduces cornflour paste to the younger children. Children are reluctant to experiment with it initially, but begin to participate when the childminder shows them what to do. Children show an interest in technology as they press the button on the computer and watch with curiosity as the blue light goes on and off. They use paints and crayons to make marks and create their own pictures. This promotes their early

writing skills and enables them to express themselves creatively. They are provided with resources that introduce them to shape and space as they try to fit the shapes into the shape sorter. Children's artwork shows how their creativity is emerging, through experimenting with different coloured paint.

Children are confident to initiate their own play. The childminder is on hand to support them as they play, all the time, speaking to them and showing an interest in what they are doing and trying to say. Children's language is supported well. Very young children understand simple sentences and select familiar objects by name, such as when the childminder asks them to find the chalk or the drum. However, the childminder does not consistently repeat words to further consolidate their vocabulary. Children are motivated and confident, and the childminder prepares the way for their continued learning experiences.

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

The childminder is enthusiastic, friendly and caring and helps children to feel secure and at ease in the setting and they settle well. She makes good use of the space available in her home. She allows children to choose from a wide variety of age-appropriate resources and demonstrates a positive attitude to inclusion. For example, she provides care for children who requires extra support in their learning and development and for children who speak English as an additional language. The resources available depict positive images of people from different cultures and those with disabilities. This helps children to develop an understanding of people who are different from themselves and value and respect differences.

Children's health and well-being is promoted through effective and familiar routines. They understand that hand washing is important in preventing germs and is a necessary part of their personal health routines. Nutritional snacks and meals are provided by the childminder who takes care to ensure that children's individual dietary needs are met accordingly. Children learn how to stay safe on outings with the childminder. She allows the older children to walk a few steps in front of her. This gives them little bit of independence and responsibility. This is allowed only when the childminder is satisfied that they understand how to stay safe. The children show they feel safe and emotionally secure in their environment as they interact positively with the childminder, seeking comfort and assistance, as they need it.

As well as playing in the garden, children and babies go out regularly with the childminder within the local area. This provides opportunities for them to see other adults and children and signals the beginning of their understanding of people and communities. Daily walks and outings ensure that children benefit from fresh air and exercise promoting their good health.

Children behave well, learn to share and take turns. They are encouraged to take responsibility and tidy up after themselves. The childminder sets clear boundaries for the

children and their behaviour is managed according to their age and level of understanding.

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

The childminder has attended additional training to keep up to date with recent developments in childcare. She has a good understanding of how to protect children from harm. She ensures parents understand her safeguarding role and has all relevant guidance and information to hand to enable her to respond promptly and appropriately to any concerns. The childminder has attended safeguarding training to her knowledge and understanding is in line with local guidance. Detailed risk assessments and daily safety checks mean that both the indoor and outdoor play areas are safe and risks to children are minimised.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements in order to support children's development. She provides a good range of suitable age appropriate resources, which helps to support all areas of children's development. She has yet to implement the progress check at age two but demonstrates a good understanding of how she will achieve this, and parents have been informed.

The childminder gathers key information about children's development and interests at the start of each placement. This information, given by parents and carers, helps children to settle and helps the childminder meet the individual needs of each child. Daily discussions and a daily contact book keep parents informed of children's daily care and routine. Questionnaires completed by parents suggest that they are very happy with the service provided by the childminder and describe the care as 'brilliant'. The childminder is aware of the need to work in partnership with external agencies and other early years providers if necessary.

The childminder has started to reflect on her practice and make changes as required to benefit the outcomes for children. She has a good understanding of her strengths and areas for improvement and is committed to improving her practice.

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	EY444381
Local authority	Wandsworth
Inspection number	795731

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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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