

<b>Inspection date</b>	26/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are cared for in a caring and stimulating environment. They have built a trusting relation with the childminder enabling them to feel secure and safe.
- Children are able to develop their own preferences and make good choices for themselves. They enjoy looking at and exploring books and sharing them with the childminder. As a result supports their vocabulary and language for their age and stage of development
- The childminder supports the children well through taking into account of their interest and knowing what level they are at when they start.
- Children are actively learning through a range of activities provided both indoors and outside the home

#### **It is not yet outstanding because**

- There are few resources that show positive images of diversity. This limits children's understanding of people and communities.

## 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

- One child present during inspection
- Parental questionnaire reviewed
- Documents inspected in relation to the new Early Years Foundation regulations and guidance.
- Discussion with the childminder and observation of practice

## Inspector

Janet Williams

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her primary school age child in Tooting in the London Borough of Wandsworth. The whole of the 2nd floor flat is used for childminding. It is not accessible to those with limited mobility. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends the local parent and toddler group and is a member of a local childminder support

group.

## What the setting needs to do to improve further

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

- provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. [CS1]This is insufficient- needs more about the impact

## Inspection judgements

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

Children learn and develop through the childminder's good knowledge and understanding of the areas of learning. She provides good learning opportunities which promote learning within both the home environment and the local communities, through taking children to visit places of interest. Children's photographic learning journeys show them having fun feeding the animals at a local farm. The childminder completes ongoing observations and assessments of children's progress. This helps her to identify children's levels of development and plan the next steps in their learning. Good daily planning effectively supports children through providing them with challenging learning opportunities tailored to their individual learning needs. As a result children make good progress and are well prepared for the next stage in their learning.

Children learn through being well-motivated. The good range of resources promotes their small muscle control. For example, they enjoy playing with large and small construction bricks. They are able to complete puzzles and build with large bricks. In addition, they paint with paint brushes, creating art work with various colours. This enables children to use their senses to explore and be creative using different materials. Children enjoy playing with programmable toys where they can push buttons. This helps them to learn about technology. Indoor physical play involves children being able to learn to appreciate music where they move to the rhythm.

The childminder cares effectively for children who are learning English as an additional language. She has a good range of books in dual languages to enable children to continue learning their home language as well as English as an additional language. The childminder is able to speak the child's home language. She is therefore able to effectively establish whether there is any cause for concerns about language delay. Children's communication and language skills are enhanced through the childminder asking children questions when reading to them. She uses good questioning techniques to stimulate their thoughts and challenge them. Younger children respond effectively using single words. They are continuously learning new words and are extending their vocabulary well. The

good learning environment enables children to easily access resources and play materials. As a result they can make independent choices about what they want to play with.

Good daily routines involve children in a range of outdoor play within the local community. They visit many of the local children's groups where they are able to socialise and meet children of their own age. They also go on outings to the park where they are able to enjoy the freedom of outdoors and learn about nature.

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

Children enjoy being close to the childminder. They sit on her lap, enjoy cuddles and receive lots of warmth and affection. This gives them a strong sense of security. The childminder responds effectively to younger children's needs when they are upset. Children are well behaved and receive lots of praise and encouragement to build their confidence and self-esteem. The childminder implements a comprehensive behaviour management policy which includes dealing with children's behaviour according to their level of development. Good indoor and outdoor rules explain the boundaries and teach children about keeping themselves safe. The childminder teaches children about crossing the road safely, such as looking and waiting for the green man. Children cared for are mainly under two years, therefore to keep them safe when on outings the childminder straps them in their pushchair.

Children's individual care needs are continuously and effectively met. The childminder follows young children's routines for eating and sleeping. This ensures continuity of care and contributes to their physical well-being. Effective procedures promote children's understanding of healthy lifestyles. For example, children practise good hygiene habits such as hand washing after using the toilet and before meals. Children's individual dietary needs and requirements are met through the childminder preparing and cooking balanced nutritious meals each day. This enables children to learn about healthy eating.

The childminder increases children's socialisation by involving them in a range of outdoor play within the local community. For example, they visit many of the local children's groups where they are able to meet other children of their own age and level of development.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Children are well protected through the childminder's good understanding of issues surrounding safeguarding children. She effectively implements a comprehensive safeguarding procedure to keep children safe. Daily risk assessments are carried out for both inside and outside. This minimises accidents and promotes a safe and secure setting for all children. All mandatory documentation required for the welfare of children is well

maintained, such as the recording of children's arrival and departure times and parental permission for outings and emergency medical treatment.

Partnership with parents is well established. Good procedures are in place for keeping parents effectively informed about the provision and their child's progress and development. All parents receive an information pack. This includes clear details about the quality of care and learning provided. Each day parents are issued with updates about their child's day and individual progress and development and their comments are welcomed. This effectively contributes to how parents can promote their children's learning at home. None of the children attend other early years settings but the childminder has a good understanding of other need to work in partnership with them as required to promote continuity for children. The childminder regularly reviews her practice through on going self-evaluation which includes the views of children. To support and strengthen her practice she also welcomes views from parents through a questionnaire. She is keen to make improvements through attending regular training courses provided by the local authority. The childminder has regular meetings with an early years coordinator. This enables her to keep up to date with good quality practice. She has a good understanding of the learning and development requirements. She monitors the effectiveness of the educational programme by reviewing children's learning to check that they are making good progress in all areas.

### 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

<b>Unique reference number</b>	EY442582
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	788168
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	2
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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