

## Inspection date

Previous inspection date

09/10/2012

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 develops secure and trusting relationships with the children and their families promoting their personal, social and emotional development well. This supports children to settle quickly in the childminder's care.
- The childminder prioritises children's safety. They are learning how to keep themselves safe through good role modelling by the childminder. In addition, children visit the fire station to learn about safety.
- The childminder is very committed to developing his knowledge and understanding. For example, through attending training to keep up with relevant changes.

### It is not yet outstanding because

- The childminder provides activities for the children to progress in their physical development. However, sometimes he is overcautious with younger children. For example, he does not always allow them to experiment with pulling themselves up to a standing position and moving along low-level furniture.

## 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 made observations of the children while they were engaged in activities in the lounge, dining room and outdoor area.
- The inspector spoke to the childminder at different times, taking into account the needs of the children.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and children's individual records.
- The inspector took account of two parents' views through written documentation they had provided for the inspection.
- The inspector spoke to the childminder's co-childminder.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

The childminder was registered in 2012. He lives with his wife, who is also a childminder, and their four children in the London Borough of Wandsworth. The majority of the childminder's house is used for childminding. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both are in the early years age group. The childminder walks to local schools to take and collect children.

### **What the setting needs to do to improve further**

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

- enable babies to pull up to a standing position on low level furniture, shuffle or walk, ensuring that they are safe at all times, while not restricting their explorations.

### **Inspection judgements**

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

The childminder has completed training recently and demonstrates good knowledge and understanding of the Early Years Foundation Stage. He uses a good range of childcare guidance documents to support him in delivering an effective range of activities and play opportunities. The childminder works closely with his wife who is also a registered childminder. They both complete observations and assessments and take turns in planning activities that link in with the children's individual interests. Children enjoy a wide range of activities in the home, garden and in the local community. They regularly visit the children's centre and other groups within the community where children can socialise with others of similar ages. Children are developing secure relationships with the childminder. A three-year-old talks about how the childminder is their best friend. Children draw pictures of themselves having fun with the childminder. This demonstrates how he effectively supports their personal, social and emotional development.

The childminder establishes secure links with the parents. As a result they all work together effectively to meet children's individual needs and support them in making good progress in their development and learning. There are good systems in place for parents to share information about how their child is progressing at home. They regularly look at their child's learning journeys and can make comments and be involved in planning the next steps

The childminder recognises the individual needs of children and adapts his practice to meet them. In general, the activities cover the whole range of children's development. There is a good range of resources to support children's physical development. However, on occasions the childminder puts too much emphasis on safety as younger children pull

themselves up and move along the furniture. The childminder is sometimes over cautious, and moves them away rather than helping them to develop these new skills. Older children bounce on the trampoline and use wheeled vehicles to ride on, learning how to manoeuvre their bodies.

Children enjoy playing with toys that have a variety of buttons. They learn that when they press them the toys makes a sound or things pop up. The childminder stays close by supporting and talking about what they are doing to promote their communication and language. For example, a child twists a button and pictures move across the screen. The childminder praises them and describes what is happening. The childminder responds quickly to children's interests. For example, when a younger child shows an interest in the books, he organises a selection of books to be within reach to enable the child to access one of their choice. The child smiles and waves their arms in delight. The childminder points and says 'look this baby is happy and smiling like you', rewarding and acknowledging the child's interactions.

Children can independently choose from a broad range of good quality resources both indoors and outside. The childminder supports children as they freely move between the various areas. They experiment with dough in the outside area and are keen to involve visiting adults in their play. Children show great confidence as they push the dough through various objects such as tubes and cogs.

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

Children clearly enjoy their time with the childminder and develop strong relationships with him and his co-childminder. They benefit from the childminder actively engaging in their play and showing a genuine interest in what they are saying and doing. As a result, children are keen to involve him in their play. The childminder is skilled at knowing when to step back and promote older children's independence. He gathers good quality information from parents about children's individual needs and starting points. He is able to talk about children's interests and abilities demonstrating his commitment to supporting children within his home environment. The childminder encourages children to share, take turns and respect the needs of others. Minor disputes are quickly resolved, enabling children to learn to respect and value others.

Food for the children is nutritious and varied. The childminder takes into account any dietary needs and incorporates these into the menus. Children have lots of opportunities to play and exercise in the fresh air, encouraging good habits to promote their health from an early age. They walk to, from nursery, and to places of interest in the community. Children visit the local park where they can climb, swing and slide. The childminder places a high emphasis on keeping children safe. He regularly checks the environment particularly as the older children play with resources that are not appropriate for the very young children. He encourages children to take some responsibility for their own safety. For example, he reminds the children when they want to play with bricks that have small pieces they need to play away from younger children who may put in their mouth.

Children benefit from visits to places in the community such as a fire station where they learn about safety while having fun. Children recall the events of the day as they look at photographs to remind them. They talk about how they held the hose and water sprays. Children enjoy looking through photo albums of activities and talk about what they were doing in the photographs. The childminder displays examples of the children's creative work on the walls. A child points to photographs around the room proudly saying the names of the other children showing they have a strong sense of belonging.

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

The childminder has completed training on children's communication since registering. For example, he has undertaken a course on 'Growing Speakers, Readers and Writers'. He has also attended a course about 'Outdoor play'. He is very committed to continuing training to increase his knowledge and skills in providing positive outcomes for the children. The childminder works closely with his co-childminder and they evaluate their practice together. They regularly complete questionnaires with parents to gain their views and encourage them to involve their own children in this process. In addition, the childminder has regular support visits from the local authority to enable him to critically evaluate his practice. As a result, he has changed the way he records children's attendance. The childminder meets with other childminders and attends the local children's centre where they discuss different activities and good practice.

The childminder demonstrates good knowledge and understanding of how to keep children safe. He has attended safeguarding training and has a secure knowledge of how to follow procedures in the event of a concern. He and his co-childminder share their range of policies and procedures with parents to enable them to understand the childminder's role and responsibilities. There are good quality risk assessments in place for the home, garden and outings. As a result, children learn to stay safe in the welcoming and secure environment. They practise the evacuation procedures on a regular basis to enable them to become familiar with what to do in an emergency.

The childminder provides parents with good quality information about their children's progress and the service the offered. As a result, the childminder develops secure relationships where they both feel comfortable to discuss any issues. Parents report that they feel the childminder has a 'great understanding of their children's needs and that he provides a calm and reassuring environment'. They state that because he is a 'capable childminder their children have grown in confidence'. There are good systems to support children's learning and development who attend other early years settings. The childminder and his co-childminder liaise with the children's key person to enable a consistent approach.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY444694
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	794289
<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>	4
<b>Number of children on roll</b>	2
<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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