

## Inspection date

Previous inspection date

16/10/2012

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 relationships with parents and uses a variety of methods to keep them updated on their child's progress. She provides them with good quality information about their child's time in her home and a wide variety of outings they go on in the community.
- The childminder provides a welcoming and well maintained environment where children can freely access a wide range of good-quality resources.
- The childminder demonstrates good knowledge and understanding of how to safeguard children. She places a high emphasis on their safety and undertakes regular risk assessments and reviews of her practice to keep children safe in the home and when on outings.

### It is not yet outstanding because

- The childminder does not always use daily routines to develop children's early awareness of number.

## 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 to the childminder at different times, taking into account the needs of the children.
- The inspector made observations of the children while they were engaged in activities in the lounge and kitchen.
- 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.

### Inspector

Lorraine Sparey

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and their child aged one year, in Southfields in the London Borough of Wandsworth. The whole of the childminder's first floor flat 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 in the early years age range. The childminder regularly visits the library, the local park and children's centres in the community.

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

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

- use mathematical terms during play and daily routines, such as counting objects during activities and routines.

### **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 child development and provides a wide range of stimulating activities. For example, she provides different treasure baskets for young children to investigate various textures and materials during play. The childminder's plans are effective to enable children to make good progress in their learning and development. At times some of the planned activities are heavily focusing on the three prime areas in children's learning. This is due to the ages of the children attending, although plans are beginning to focus on all areas as this becomes appropriate to the children's stages of development.

The childminder provides good opportunities for parents to be involved in their child's learning and development. She provides them with daily emails with photographs of their children involved in a wide variety of activities. The childminder completes weekly progress reports and monthly assessments on how their children are progressing. In addition to enabling parents to be fully involved in their children's learning, these provide an excellent start in completing the two year progress check. Parents are encouraged to share information about what their child has done at home through the diary or through informal discussions when they bring or collect their child.

Children enjoy a wide range of good-quality activities in the home and the local community. Activities and play opportunities are tailored to children's individual interests and abilities. Children regularly attend 'Rhyme Time' at the library, different activities at the local children's centre and visits to the park. This provides them with good opportunities to socialise with other children. In addition this helps them grow in confidence and prepares them for the next stage in their learning. Children can freely choose from a broad range of quality resources. The majority of toys and equipment are

stored in low-level containers or on the floor to promote this independence. As a result, children make choices in their play depending on their interests.

Children enjoy exploring a wide range of musical instruments noticing how when they shake them in their hands or bang them on the floor they make sounds. The childminder attaches some bells around a child's wrist and they shake their arm listening to the bells and smiling. Children enjoy listening to the childminder sing number rhymes as they play the musical instruments. The childminder does not always develop children's early awareness of number further through daily routines, for example, by counting the musical instruments as she puts them away. Children enjoy looking at books and the childminder has a wide range with different textures and puppets to increase children's interest and enjoyment. They build strong relationships with the childminder and her family and clearly enjoy their time in the welcoming and homely environment. For example, when the childminder talks to a baby, they respond with smiles and crawl over to sit on her knee and explore a book with her.

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

Children are confident and comfortable in the childminder's care. They are building secure relationships with her and her family enabling them to gain a strong sense of belonging in the setting. Their emotional needs are particularly well supported. The childminder shows a strong commitment to meeting children's individual needs and providing them with a safe, secure and stimulating environment. The childminder clearly knows children's personalities and characteristics well. As a result, she is able to plan and provide activities tailored to their individual needs and interests. The childminder promotes children's independence. At lunchtime she provides them with finger foods such as bread sticks and hummus to support them in learning to feed themselves. The resources are set out in an inviting way to promote children having choice in what they do. Children play well together and benefit from the childminder being a positive role model and encouraging them to share and take turns. When introducing a new toy the childminder shows all the children together at the same time so they are encouraged to understand the concept of sharing. The childminder is consistent in her approach, rewarding children when they behave well. Consequently, children quickly learn the boundaries and expectations.

The childminder provides nutritious and varied home cooked meals. They have fresh fruit and rice cakes at snack times. Children are encouraged to have regular drinks such as water or milk. They benefit from daily outings in the fresh air supporting them in understanding about healthy lifestyles. Children visit the park where they can explore how their body moves on the various pieces of equipment. The childminder plans activities in the garden such as playing with water, sand and growing vegetables, which also supports them in developing healthy habits. Children are encouraged to follow good hygiene routines and effective nappy changing procedures enable children to be comfortable at all times.

Children learn how to keep themselves safe. They practise the evacuation procedure on a regular basis. They use both the front and back of the home to support them in becoming

familiar with what to do in an emergency. The childminder supports them in understanding the need to put the toys away once they have finished playing with them before getting out others. This enables them to understand about keeping the area safe so they do not trip over toys.

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

The childminder is keen to develop her service and provide high-quality care and education. The childminder is very committed to training and increasing her knowledge and skills. She has booked on numerous courses such as implementing the Early Years Foundation Stage, 'Positive Behaviour Management' and completing the self-evaluation. She has good systems in place to monitor and evaluate the provision. These include regular discussions with parents and observing the children to make sure they are enjoying the activities offered. The childminder visits local children's centres where she can share good practice with members of staff and other early years professionals. She shares equipment such as books with other childminders to vary what is available to the children. They also discuss ideas to keep children occupied and stimulated.

The childminder demonstrates secure knowledge and understanding of keeping children safe and secure. She has attended training on child protection and has developed a range of policies and procedures to support her in keeping children safe. These also provide parents with detailed information about her role and responsibility and the service she offers. As a result, she is able to deal with any concerns with regards to children's welfare quickly and effectively. The childminder carries out comprehensive risk assessments, which enable her to constantly evaluate the environment including any outings in the community. This supports her in keeping children safe.

The childminder builds positive relationships with parents and carers. She provides them with good quality information including daily diaries with photographs of the children involved in activities. In addition, the childminder provides videos of their children at play. She emails these to parents on a daily basis. Parents report that the childminder demonstrates 'warmth and genuine interest in what their children are doing'. They value the home being safe particularly for young children with a good range of activities. Parents are encouraged to be fully involved in all aspects of their children's care and education. The childminder has systems in place to share information with other early years settings or professionals should the need arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY444957
<b>Local authority</b>	Wandsworth

<b>Inspection number</b>	793750
<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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