

Inspection date	16/10/2012
Previous inspection date	11/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The good interaction between the childminder and children encourages children to learn new skills and the development of close relationships. This enables children to develop their self-esteem and a sense of belonging.
- The environment both indoors and outdoors is safely maintained. This helps to ensure children's safety and well-being.
- A welcoming, homely and inclusive environment is provided in which all children are equally well cared for. There is a range of resources available for the children to use covering the areas of learning.
- Children feel safe and secure with the childminder. She provides a homely and welcoming environment where children have consistent routines to promote continuity of care.

It is not yet good because

- There are no systems in place for tracking children's development therefore the childminder does not know how quickly they are making progress and parents are not fully involved in their children's learning and achievement.
- Children's safety is compromised as they are sometimes left alone outside of the childminder's home for short periods.
- Self-evaluation does not cover all aspects of the provision.

- Children do not have independent access to resources.

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 interaction between the childminder and the minded children.
- The inspector took into account the views of parents.
- The inspector looked at documentation kept by the childminder for the safe and efficient management of the setting.
- The inspector inspected the areas of the premises used by the children.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder has been registered since 1993. She lives with her two adult children in Tooting, in the London Borough of Wandsworth. Children have access to the dining room and kitchen on the ground floor and two bedrooms on the upper floor, which are used for sleeping. There are shops and parks within easy walking distance and a fully enclosed

garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She currently has four children on roll who are all in the early years range and attend on a part-time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop observation and assessment to understand children's level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.
- ensure children's safety by making sure that all children are adequately supervised and are always within sight or hearing.

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

- develop evaluation and monitoring systems to identify any areas for development to ensure that all gaps in the provision are identified
- help parents to understand the progress that their children are making so that they can regularly contribute to the ongoing assessment in relation to learning at home
- make resources easily accessible to ensure all children can make independent choices.

Inspection judgements

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

Children have access to a range of activities, which generally promotes their interests and provides them with suitable challenges. While children are provided with a stimulating learning environment and resources, the childminder is insecure in her knowledge of the importance of assessing children's progress to inform planning. This means that children are not sufficiently challenged. However, the childminder understands children's individual needs and helps them make steady progress through a range of activities despite there being no clear planning.

Children enjoy a suitable balance of adult-led and child initiated play. They are interested and involved in their play and behave well. They welcome adult interaction but are equally happy and confident to play alone. They are enthusiastic as they play with the toys that they bring from home and talk excitedly to the childminder about what they are doing. For example, as children bathe their dolls, the childminder supports their play as she uses language to help children to think about what they are doing. Children use their imaginations well, and the childminder participates in their play, helping their language development. They think about how they hold the 'baby' as they pat dry them with the towel, cleaning behind their ears and sprinkling them with talcum powder. Children's imagination extends to placing the sleeping 'baby' into the travel cot, and feeding the 'baby' when it wakes up.

Older children communicate confidently. The childminder engages children in conversations, which help them to link words with actions. Children speak clearly and confidently and hold lengthy conversations with adults. They handle books well and enjoy in looking through reference books with interest. Children are learning to count and understand numbers through a range of practical experiences, for example counting how many people are on the top deck of the play bus. They are developing practical problem solving methods, for example when they use puzzles and construction toys. The childminder encourages the use of mathematical language such as 'bigger' and 'smaller' as they play. The activities provided helps children prepare for their next stage of learning.

While relationships between the childminder and parents are good, procedures to share information about individual children's starting points, achievements, and any progress they are making, are inconsistent.

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

Children settle comfortably in the care of the childminder. They move around freely and securely and relate to the childminder with ease. This demonstrates that they feel safe and secure in this environment, and are forming good relationships with the childminder. Routines are well established and children know what is expected of them. They behave well and are extremely polite. This helps children to prepare for the transition to school at a later date. The environment indoors and outside is stimulating with a good range of resources to support children's development in the areas of learning. However, the childminder tends to select a range of toys and children are expected to make choices from these. This does not promote children's independence, as they cannot select resources and make their own choices independent of the childminder.

The childminder provides opportunities for children to play outdoors in the garden as part of their learning in order to develop their physical skills enjoy exercise and receive fresh air. Daily walks in the local community helps children to develop an understanding of the community in which they live. They visit a range of shops that sells multicultural foods and clothing and gain an understanding of the people who help us, for example, when they visit the local fire station. The childminder is an experienced cook, which means that meals and snacks she provides are healthy, well balanced, and all home-cooked. Posters

around the childminder's home help children to see what healthy foods look like. The childminder ensures that children's additional dietary needs are met by working in partnership with parents over this. Children are developing their understanding of safety as they regularly take part in fire drills. They are aware that when the childminder tells them that Fireman Sam is visiting, it is time to practise the drill. Children are gaining an awareness of people who are different from themselves as they have access to some resources that depict differences.

Children's art and craftwork is attractively displayed around the room in which they play; this helps children to feel valued and respected.

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

In the main, the childminder has a satisfactory knowledge of how to protect children. She has attended safeguarding training, and is aware of procedures she must follow if she has concerns about children in her care. Areas used by the children are well organised to enable them to move around the premises and use the outside space freely and safely. Daily safety checks are completed before minding starts. However, children's safety is at times, compromised because they are at times, left alone for short periods, outside the childminder's home strapped in the buggy while the childminder takes other children inside. This mainly occurs when the childminder has three young children and uses a triple buggy, which cannot fit through the garden gate.

The childminder forms suitable relationships with parents. She obtains relevant information about children's individual needs and care routines before they join the setting. This helps her to meet their individual needs. A daily diary for each child informs parents about care details and activities their child has participated in that day. However, parents do not receive adequate information about any progress that their child is making. Therefore, they are unable to consistently support children's learning at home. The childminder has an understanding of the need to liaise with other settings and professionals, in order to support children and families if the need arises.

The childminder demonstrates an interest in attending training in order to improve her practice. Nonetheless, the process of self-evaluation is weak, and does not identify many of the weaknesses of the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	122923
Local authority	Wandsworth
Inspection number	887621

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	1
Number of children on roll	4
Name of provider	
Date of previous inspection	11/10/2010
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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