

<b>Inspection date</b>	30/10/2012
Previous inspection date	17/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		2
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**

- Children speak confidently to the childminder and her assistant. As a result, their language development is developing in line with the milestones for their age and stage of development.
- The childminder provides opportunities for children to develop and use their home language in their play and learning.
- Children are happy, settled and secure in the childminder's welcoming home.
- Healthy options are provided at snack and meal times with home-made meals to promote children's good health.

#### **It is not yet good because**

- Assessments made of children do not provide enough information about what children can do to enable the childminder to consistently plan their next steps in learning across the seven areas of learning.
- Children do not always have time to focus on activities that they have chosen. Resources are not labelled with pictures as well as print to help younger children choose what they want to do.
- The childminder has not obtained parental permission for her assistant to be left alone and in sole charge of children. This is a legal requirement.
- A robust system of self-evaluation has yet to be developed to ensure all areas of the

provision are effectively monitored and targets for improvement identified.

### 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 took into account the views of parents spoken to on the day.
- The inspector observed the interaction of the childminder with the children as they played.
- The inspector looked at a range of the settings policies, documentation, and children's learning journeys.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.

### Inspector

Mauvene Burke

### Full Report

#### Information about the setting

The childminder registered in 2007. She lives with her husband and two sons in the London Borough of Wandsworth, close to shops, parks, and public transport links. Children have access to the living room and a rest room which is used for sleeping and quiet

activities. There is an enclosed garden suitable for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll of which two are in the early years age range. At times, the childminder works with an assistant.

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

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

- obtain parents and/or carers' permission to leave children with an assistant, including for very short periods of time
- develop further systems to make systematic observations and assessments of each child's achievements across the seven areas of learning so that planning fully identifies their next steps in learning

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

- develop robust and effective systems for monitoring and evaluating the setting in order to maintain continuous improvement
- allow children time and freedom to become deeply involved in their chosen activities
- label resources with pictures as well as print to enable younger children to make their own choices about what to play with
- extend partnerships with parents to fully involve them in their children's learning.

### **Inspection judgements**

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

The childminder has a satisfactory knowledge of the learning and development requirements and, in general, there is an adequate balance of child-initiated and adult-led activities. However, the provider sometimes interrupts children's chosen play when she wants them to do something she has chosen for them. This does not allow them time to explore what they have chosen to do. While the childminder is generally able to explain what children can do, this is not reflected in the records that she uses to support her understanding of their abilities. Planning and assessment is currently not secure enough to enable the childminder to identify children's individual progress across all seven areas of learning or to plan for their next steps in learning. Consequently, this means that children

are not consistently receiving effective challenges to support their continued progression in all areas of their learning. While the childminder has a positive and warm relationship with parents, systems to engage them in both the initial assessment of children's starting points on entry and their continuous learning are yet to be fully developed. As a result they are not fully involved in their children's learning.

Children's language skills are extended as they listen well to stories and enjoy exploring puppets that the childminder uses as props as she tells stories. Children's language skills are further promoted as the childminder actively engages them throughout the daily routines. Children are confident speakers and are very much at ease when speaking to the childminder and her assistant. Children's home language is clearly valued as the childminder speaks to them in both their home language and in English. They are able to recite the alphabet and sing songs in both Arabic and Urdu. They enjoy rhythmic patterns and imitate sounds such as when the childminder tells her 'A' is for Astronaut, 'D' is for Donkey' and so on. Children recognise that their name also begins with one of the letters and so form an association with the letter as they identify similarities in sounds. Children use pens and paper to make marks and enjoy drawing around their own and the childminder's hands. Children count and calculate as they enjoy fun practical activities as they count and add on fingers that they have drawn. They enjoy playing outside in the garden where they have use a varied range of resources that promote their physical development. Resources are suitably organised and clearly labelled. However they are only labelled with print and not with pictures for younger children who cannot read. This hinders children's ability to make their own choices about what to do. Overall, children's progress in their personal, social and emotional development and in their communication and language helps to ensure that they have the key skills needed for their transition into school.

The childminder has not yet devised a system to complete the required progress check at aged two years. However, she has attended training that has helped to prepare her to carry out these assessments later as children reach this stage.

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

Children have settled and have built secure attachments with the childminder and her assistant, and refer to them affectionately using 'pet' names. They enter the setting confidently and happily separate from their parents. Children enjoy being 'close-up' to the childminder and will sit on her lap when they listen to stories. They sing softly to themselves as they play with their toys. This shows that they feel safe in the care of the childminder. The children use a varied range of resources, both indoors and outside. The childminder acts as a positive role model, valuing and respecting each child. This helps children to learn to respect themselves and their peers. Children's behaviour is good. They respond well to the effective use of praise and encouragement, which promotes their self-esteem.

Children's awareness of developing a healthy lifestyle is actively promoted through the reinforcement of good health and hygiene routines and eating a balanced diet. For

example, the childminder reinforces the importance of washing their hands to prevent the spread of germs. Children are encouraged to eat healthily as the childminder's assistant always cooks fresh meals. Children eat fresh fruits and vegetables on a daily basis and drink fresh drinking water throughout the day. This helps to promote their awareness of healthy eating. Children use the outdoor environment every day, which enables them to be active and to play in the fresh air. They learn about road safety when out and fire safety in the home by practising emergency evacuations. They understand simple rules, such as not coming across the yellow and black line in the playroom when the childminder has to answer the front door. This helps them to stay safe.

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

The childminder understands the safeguarding and welfare requirements and implements appropriate safeguarding policies. She has a satisfactory awareness of her duty to safeguard the children in her care and she understands the procedures to follow should she have any concerns about a child. The childminder and her assistant both have current paediatric first aid qualifications but are both booked to update these to help ensure they are familiar with what action to take should a child have an accident. Since her last inspection, the childminder has introduced regular risk assessments of the premises to help ensure they are safe, well maintained, and secure. She takes positive steps to reduce hazards, such as securing items of furniture to avoid toppling. She also risk assesses outings to minimise hazards to all children when they are away from the home setting.

The childminder has an appropriate understanding of the learning and development requirements. She gets to know children and what they can do but does not make full use of this information to plan for the next steps in their learning. Although the childminder is generally aware of some of her strengths and areas for further development, a robust system to monitor all areas of her provision, including the educational programmes, has yet to be fully developed and implemented to ensure the clear identification of targets for future development. She demonstrates a sound commitment to providing children with a warm and nurturing home, where they have fun in an informal environment.

The childminder works in partnership with parents to help ensure children's care needs are met although there are not full systems in place to involve them in their learning. Parents speak very highly of the service that the childminder provides. None of the children currently attend other settings that are delivering the Early Years Foundation Stage. Nonetheless, the childminder has had experience in the past of working in partnership with other professionals to help ensure children's learning and care is supported continuously.

### **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>	EY343473
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	889793
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/02/2011
<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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