

Inspection date

Previous inspection date

28/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children are offered an appropriate balance of learning opportunities that support their individual learning needs and interests. Some of these are organised to encourage children to self-select and direct their own play.
- Children have regular opportunities to develop confidence, physical and social skills through weekly outings to drop-in groups, parks and playgroups.
- Systems for assessment in learning and development encourage parental involvement to enable them to build on and contribute to their child's learning at home.

It is not yet good because

- There are limited opportunities for children to use their home languages within the setting. There are also limited opportunities for children to develop an understanding of people and communities.
- The childminder lacks knowledge and understanding of the medication procedures to ensure children's safety and well-being in the event of medication administration.

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 had in-depth discussions with the childminder relating to her knowledge and understanding of safeguarding and welfare, learning and development.
- The inspector looked at all areas of the premises that are used for childminding, which included the safety in all rooms. She also looked at documentation that included policies procedures and written observations.
- The inspector observed childcare practice and opportunities provided to the minded child that was present.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2012 and lives with her husband and two children in the early years age group in Putney, in the London Borough of Wandsworth. All areas of the property are used for childminding purposes. Children have access to a secure garden for outdoor play. The family has a rabbit and a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She operates from Monday to Friday all year round. There are currently two children on roll; of these, one is in the early years age group. The childminder supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- improve procedures for administering medication (both prescription and non-prescription) to include written permission from the child's parent and/or carer.

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

- develop the educational programme for understanding the world further by supporting children's understanding of difference and of empathy by; celebrating a range of festivals and using props, such as books, puppets and dolls, to tell stories about diverse experiences, ensuring that negative stereotyping is avoided
- increase opportunities for children learning English as an additional language to have opportunities to express themselves in their home language some of the time.

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, which enables her to plan a sufficiently stimulating environment. She encourages partnerships with parents by obtaining starting points from the beginning of the placement. This enables her to plan a suitable range of activities and opportunities that suit individual children's interests, abilities and needs. Children are growing in confidence and are learning valuable personal, social and emotional skills. They regularly attend weekly sessions at a local playgroup, where they are beginning to form new relationships and initiate play with peers within the group.

Children like taking part in activities that inspire them, including expressive arts and design. On a daily basis they enjoy using a range of mediums, such as paints, brushes,

glitter, glue and colouring books. During these activities children's understanding of colours, mixing colours and matching is encouraged and reinforced. Children respond well to the childminder and the ample range of learning opportunities that they take part in together. The childminder sits with the children during play to ask age appropriate open-ended questions to stimulate their language and thinking. Children are able to move freely around the home and they have ample space to play, sit and rest in comfort. They are kept occupied because the childminder changes toys and activities regularly throughout the day. This helps maintain their interests and concentration.

Children's literacy skills are fostered adequately as they visit local libraries on a regular basis to read and select books. They know the library protocol and understand the need to be quiet when they are there. The childminder has obtained a stage one nursery writing book, which helps children to learn letter sounds, simple words, and to follow dot to dot pictures. The childminder says she does not force it but when children are interested they do it together. Children are developing a satisfactory understanding of the world. They make comments, show interests and ask questions about the environment; for example, they know when it's cold the leaves go on the ground. However, they have limited opportunities to develop their understanding of people and communities by acknowledging a range of festivals and looking at people's varying abilities.

The childminder has implemented an adequate system for recording observations of children's development. She has an understanding of the seven areas of learning, children's interests and the children's areas of development. She appropriately uses this knowledge to plan and provide activities and opportunities to meet children's individual needs.

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

The childminder is beginning to develop positive relationships with the children. As a result children are comfortable and at ease within the care of this newly registered childminder. She helps children develop a positive sense of self by ensuring that she takes the time to listen to them and provide them with individual attention. Children's behaviour is appropriate and their confidence and self-esteem are developing well. Children with English as an additional language are welcomed into the setting. However, there are limited opportunities for children to use their home language within the setting, to further build on their confidence and skill.

The childminder organises her home sufficiently to ensure it is warm, child-centred and welcoming for children. There are posters on the wall, such as numbers and times tables, which reinforces their understanding of mathematics. She has organised all the main play areas to ensure children have access to a range of age appropriate toys and resources. This ensures children can access them independently to steer their own play and learning needs. They participate in activities in the garden and go on outings and visits to playgroups, Kew Gardens and Barns Park. Children's physical skills are developing as they

access a range of large equipment, both in the home and when they visit local parks. They access the trampoline in the garden and large fixed equipment in the park. Children are becoming quite skilful and confident as they access the monkey bars with the childminder's support.

Children's understanding of a healthy lifestyle is suitably promoted. They have access to well-balanced nutritious home cooked meals that the childminder prepares. Sample menus include meals like pasta with pesto and broccoli, cottage pie with vegetable and salmon nuggets, chipped potatoes with vegetable. She works closely with parents to ascertain children's specific dietary needs to ensure children's safety and well-being. Children's welfare is further promoted by adequate hand washing procedures that encourage hygiene and prevent cross infection.

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

The childminder has a secure understanding of her role and responsibilities to safeguard the children in her care. All persons living in the home and regular visitors have completed the required Criminal Records Bureau checks. She further ensures children's safety by implementing a visitors book so all persons entering her home are accounted for. The childminder has established adequate written risk assessments to provide a safe environment for children, both inside the home and on outings. She carries out regular fire drills with the children to develop their understanding of keeping themselves safe in the event of an emergency. The childminder, however, lacks knowledge of the requirements relating to administering medication. She has not obtained prior written consent from parents to administer a specific medication, which is a breach of a requirement. However, the impact is reduced because the childminder has not needed to administer this particular medication to date.

Positive relationships with parents show that parents' contributions are valued. The childminder gathers a range of information about the children as part of the settling in period. She uses the information to plan for children's next steps and activities that reflect children's interests. Parents are encouraged to make comments and contribute suggestions for activities through use of daily journals, which are sent home on a daily basis. This encourages parents to reinforce the learning and make comments also, all of which promotes positive outcomes for children. Currently, the childminder is not caring for children who attend other early years settings. However, she has an understanding of the importance of developing effective partnerships with other educational settings that children attend so that information can be shared appropriately.

Since registration the childminder has completed all of the required training to develop her knowledge and practice. She has increased the safety of the home by obtaining additional fire fighting equipment, such as a smoke alarm and fire blanket. She has also made hazardous products in the lower kitchen cupboard inaccessible. All of which has improved

the safety and welfare of children whilst in her care. The childminder has recently begun childminding and is yet to establish systems for evaluating her practice. However, she is aware of her strengths and her areas of development and demonstrates a commitment to driving improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of parent/guardian/carer's consent to administer medication to a child cared for on the premises (Records to be kept) (Voluntary part of the Childcare Register)
- keep a record of parent/guardian/carer's consent to administer medication to a child cared for on the premises (Records to be kept) (Compulsory part of the Childcare Register)

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	EY445638
Local authority	Wandsworth
Inspection number	799566
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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