

### Inspection date

Previous inspection date

19/11/2012

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 has a good understanding of the Early Years Foundation Stage requirements, and of how children learn and develop. As a result, children make good progress.
- The childminder provides a secure environment to enable children to feel safe; as a result, they can explore and investigate in the childminder's setting.
- Children are developing independence in their play because they can choose for themselves what they would like to play with from the range of resources available.
- Healthy options are provided at snack and meal times with homemade meals to promote children's good health.
- The childminder has a full range of policies and procedures in place to meet requirements which are shared effectively with parents/carers.
- There is a good emphasis on promoting the prime areas for children under two. Purposeful interactions help children develop their emerging communication skills.

#### It is not yet outstanding because

- Systems of self evaluation are not yet robust enough to ensure all areas of the provision are effectively monitored and targets for improvement identified.
- The childminder does not always consider how best to fully support children's independence during mealtimes.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- 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 at appropriate times during the inspection.

## Inspector

Mauvene Burke

## Full Report

### Information about the setting

The childminder was registered in 2012 and lives with her young daughter in the London Borough of Wandsworth, close to shops, schools and public transport links. The childminder's home is situated on the first floor of a block of flats, with no lift access. The whole of the childminder's home, with the exception of the master bedroom, is used for childminding. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She currently cares for one child in the early years age range.

## What the setting needs to do to improve further

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

- develop the systems for improving the quality of the setting by devising and implementing strategies to self-evaluate and include effective contributions from parents and children
- encourage independence by treating mealtimes as an opportunity to help children to use fingers and a spoon to feed themselves.

### Inspection judgements

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She provides a comfortable and interesting learning environment where children are independent in selecting a range of toys and play equipment. The childminder is skilled at playing alongside children and bringing out learning opportunities for them. For example, she engages the children in activities across all areas of learning through singing songs, counting, helping children to recognise shapes, talking to the children about what she is about to do and showing an interest in children's curiosity. For example, when one of the children puts the pedal car on its side and shows an interest in the wheels spinning around when he pushes them, the childminder says 'now how shall we stop it?' She then places her hands on the wheel to stop the movement. The child is curious and tries this for himself, aware now that he has the 'power' to control the spinning. The childminder recognises children's increasing physical skills and sets out the lounge in a way to encourage movement. As a result, children can ride their pedal car around the room, climb on the settee, and rock backwards and forwards on the sea-saw. Toddlers are showing a keen interest in books and are beginning to handle them well. The childminder sings rhymes with children both at home and when she attends 'Rhyming Time'. Children are learning new words in both French and English for example when the childminder puts on a singing CD. They express their feelings as they participate in dance as they move their bodies to the music. The childminder is aware that children are beginning to understand much more than they can communicate. As a result, she constantly speaks to children about what they are doing, what she is going to do and by giving them simple tasks to complete.

There is an accessible channel for parents and the childminder to communicate and share in children's learning and experiences. For example, when one child who visited a farm

was fascinated with animals he had seen, this was shared with the childminder who then purchased a farm set for his benefit. He showed an understanding of how things work as he pressed buttons to operate the musical sounds. The childminder extended this activity by making the sounds that the animals made which encouraged the child to mimic the animal noises.

The childminder makes observations of children's achievements across the learning areas using guidance to good effect to chart their progress. She uses these as the basis of a learning journal for each child. The journals demonstrate that the childminder is skilled at making accurate observations of children's achievements. This means she can gradually tailor children's activities to help them achieve their next steps through planned activities. Parents are free to view their children's records at any time and the childminder also shares information verbally about children's progress. The childminder is aware of her role in assessing children's development at the age of two years, and as they develop their skills in preparation for school. This is not yet in place as there are no children of this age attending the setting.

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

Children are cared for in a safe and secure environment. They are extremely happy and settled despite having not been attending for very long. Children settle into the childminder's environment through a gradual parent-child separation process. The childminder ensures she has information about children's interests when they start and toys the children like to play with in their own homes, are also present in her setting to assist in the settling-in process. Children are developing positive relationships and forming secure attachments with the childminder. For example, they seek reassurance when they feel unsure or are tired and the childminder quickly acknowledges their anxiety by comforting and reassuring them. She recognises when children are tired and when they are hungry and meets their needs appropriately. Children demonstrate they feel safe as they confidently explore resources, which are organised to give them opportunities to develop their independence and make their own choices. For instance, they independently investigate the toy box and select activities, such as the spinning wind-up toy, which they concentrate on trying to wind up. The childminder is always on hand to support their play.

Children are developing a good understanding of the importance of keeping hydrated to prevent them becoming thirsty. This is because their drinking beaker is in easy reach and so helps to encourage children to access their drinks as they play. Children have healthy meals and snacks prepared but there is limited encouragement for children to start to independently feed themselves. The childminder takes into account parental wishes and provides a broad range of fruit and vegetables as an integral part of the meal. Children are helped to be independent in their personal hygiene and benefit from having their own personal towels to prevent cross-infection. The childminder is also a good role model and follows well-established hygiene routines herself. Children enjoy fresh air and exercise as part of their normal day as they visit local amenities such as the school and children's groups. Children gain a good awareness of diversity as they access resources, such as dolls, puzzles, and small world figures, which include positive images of ethnicity,

disability, and gender. Children are well behaved. They respond quickly to the childminder's gentle manner, and it is evident that the boundaries she sets are very clear and well established. Children enjoy taking responsibility for activities such as tidying up. Even very young children are aware that when they have finished using a book or a toy, they must replace it. Their understanding of emergency situations is supported through regular fire evacuation procedures.

Through discussion, the childminder demonstrates an appropriate understanding of helping to prepare children for transition into other early years settings. For example, she has devised a form she will use to introduce herself to school settings. With parents consent, she will ask that the school share information with her about the child.

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

The childminder has made a good start to her childminding service. She is aware of the individual needs of the children in her care and is starting to establish effective relationships with their parents. Children's welfare is protected. For example, all required records and documentation are in place and effectively used to support children's health and development. The childminder's knowledge and understanding of what to do if she is concerned about a child is secure. She makes effective use of risk assessment to minimise accidents within her home and to keep children safe on outings.

The childminder has a good understanding of the learning and development requirements. She is able to assess children's learning and progress. She shows through her clear observations that she understands how children are developing. Although the childminder is generally aware of her strengths and areas for further development, a robust system to monitor all areas of her provision is not yet fully embedded to enable clear identification of targets for future development.

The childminder has started to build a professional and friendly relationship with the parents of minded children. She gathers information at the start of the placement to ensure she can meet the children's individual needs in terms of daily routines and dietary requirements. The childminder shares information about the children on a daily basis. This means parents are always aware of how their child's day went and how well their children are progressing. Parents respond to reports of the children's achievements by making comments in the communication book to further support this aim. The childminder seeks parent's views about the provision via a questionnaire to ensure they are happy with their children's care and learning.

### **The Childcare Register**

The requirements for the compulsory 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

**Unique reference number**

EY416400

**Local authority**

Wandsworth

<b>Inspection number</b>	799119
<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>	3
<b>Number of children on roll</b>	1
<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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