

Inspection date

Previous inspection date

22/01/2013

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 strong relationships with children. This enables them to feel safe and secure in her care.
- The childminder has good relationships with the parents and other educational settings that children attend. As a result information about children's care and development are shared effectively.
- The childminder provides a good balance of activities and outings that promote all areas of learning.

It is not yet outstanding because

- Children have fewer opportunities to handle and look closely at natural and familiar objects or to explore objects of various textures and weights in treasure baskets.

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

- All details held by Ofsted about the childminder were checked prior to the inspection.
- The majority of the inspection was spent with staff in the living room with the childminder, observing her practice and the children she was caring for.
- On-going discussion and joint observation took place with the staff throughout the inspection. Children's information and development records were sampled.
- Procedures for safeguarding children and promoting their welfare were discussed and relevant documents were sampled.
- Parent's views were gathered through observation of questionnaires completed by parents.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children in a first floor maisonette in Richmond, within the Borough of Richmond Upon Thames. The home

is close to shops, parks, schools and public transport links. Access to the home is via an internal flight of stairs. Children have access to all areas of the home. The childminder takes children on regular outings to local parks and play areas for outside play. The family have two cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll 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:

- provide a range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests, and extend opportunities for older children to explore natural objects and observe things closely through a variety of means, including magnifiers.

Inspection judgements

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

The childminder provides a good balance of learning opportunities that promote all areas of learning. This includes time for free-play in the home, adult led activities and outings in the local community. The childminder has established clear methods of assessing children's progress. She has clearly embraced the cycle of making observations of children during play, which she then links to the area of learning. She uses a tracking document to assess their progress and then plans activities and outings to meet their individual learning needs. As a result, children benefit from well-organised learning experiences. This enables them to make good progress in their learning and development, and be ready for the next stage in their learning.

Children are happy and settled in the childminders care. The childminder extends children's language skills well as she talks to them during play and promotes their interest in their learning environment. Babies babble happily and make good attempts to imitate the childminder's actions as they sing songs and rhymes. They enjoy looking at books with the childminder, who encourages them to look at the pictures and feel the different textures on the page. The childminder helps children learn about the different parts of their body while playing a matching game. They develop their mathematical skills while using a range of puzzles and construction sets. Children develop their awareness of technology while using the computer with the childminder. They develop their understanding of the world as they play imaginatively while using small world sets of

people figures, dolls houses and animals for example. However, they have fewer opportunities to handle and explore a variety of familiar or natural objects that promote interest in the world around them. Children learn about the community in which they live as they walk with the childminder to parks, children's groups and the library on a regular basis. This ensures that children are able to socialise with other children and develop their physical skills while using a variety of play equipment. The childminder is conscious of developing the physical skills of babies by ensuring they have opportunities to sit and lay in various positions and encourages them to reach for toys. Children develop their skills in expressive arts and design as the childminder provides a good range of interesting activities where they explore a variety of paint, textures and malleable materials. Their creative artwork is displayed, along with educational posters to create a stimulating and welcoming learning environment.

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

Children show strong bonds with the childminder. They wake and smile instantly when they see the childminder and snuggle in for cuddles when they are tired. The childminder works closely with parents to ensure children's individual care needs are met effectively. Children's individual dietary needs are catered for as the childminder offers a balanced diet of home cooked meals for some children and appropriately prepares any meals provided by parents for other children. She shows high regard to maintaining good hygiene practice relating to food preparation and nappy changing routines.

Children learn about expectations of their behaviour as they sing a 'tidy up' song while all helping to tidy away toys. They also help to set the table for tea. This enables them to take responsibility for their learning environment. They learn about safety while participating in fire evacuation drills. The childminder has good daily routines helping children feel safe and settled in her care.

Children are supported well by the childminder. She is attune to the gestures and babbles of babies, and encourages them well during play. She provides a broad range of interesting activities and outings that promote children's learning well. She has systems in place to ensure help children's transitions to school and works with parents to discuss children's progress on a regular basis.

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

The childminder has good systems in place to help safeguard children's welfare. She has completed relevant training courses and has appropriate safeguarding policies and procedures in place. This means that she can take prompt action if she has any concerns regarding children's welfare. The childminder shows high regard to promoting children's safety. She ensures that her home is clean and well maintained and conducts regular risk assessments of the home and prior to outings. The childminder has devised a range of policies that support the management of her service. She ensures that all documentation

is shared with parents effectively.

The childminder uses a variety of methods to evaluate the quality of her service. She has attended a number of courses since registration that extend her understanding of childcare and education. In addition, she works closely with the local authority advisors and seeks the views of parents through questionnaires. Parents report that their children are happy in the childminder's care. They state that they appreciate everything that the childminder does and they are happy with the service she provides. Partnerships are effective as the childminder shows high regard to sharing information with parents and teachers and liaises with the local authority.

The childminder shows high regard to working with other educational settings and promoting children's transitions. For example, she has recently worked closely with another childminder to ensure the smooth handover and gradual settling in of a new child into her care. The childminder has also established good partnerships with the local school. She talks to teachers about children's progress and shares any information with parents. This ensures that information sharing is effective between the childminder, parents and school and promotes consistency of care.

The childminder promotes a positive approach to her childminding service. She provides a balanced educational programme, which reflects the needs of the children in her care. The time that children attend is well organised so that they benefit from a variety of learning opportunities. In addition the childminder ensures that her home is well organised. As a result, children benefit from plenty of clear play space and can easily access toys and resources during play.

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
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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	EY447103
Local authority	Richmond upon Thames
Inspection number	805859
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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