

## Inspection date

Previous inspection date

23/01/2013

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

- Children settle quickly with the childminder who provides a secure, warm, caring and welcoming environment where children have familiar routines. This means that they develop a strong sense of belonging.
- Children are making good progress in their learning and development because the childminder has a good understanding of the characteristics of effective learning. She plans an interesting and stimulating environment for children to play and explore.
- Children are enthusiastic learners and show high levels of curiosity and concentration. They explore their environment independently and make their own choices of what to play with.
- The childminder demonstrates a clear vision for her setting and shows a dedication to her business. Her plans for improvement are well targeted and beneficial to children.

### It is not yet outstanding because

- procedures to encourage parents to contribute further to their child's ongoing learning and development record, or to share achievements from home and therefore, fully promote their learning, are less well embedded
- opportunities for children to use a range of natural and sensory materials are limited.

## 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 spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's progress records.
- The inspector took account of written views made by parents.
- The inspector sampled a few of the setting's policies and procedures.
- The inspector observed the rooms used by the children.

## Inspector

Mauvene Burke

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her teenage son in a ground floor flat on a private estate, within the London Borough of Wandsworth. All areas of the flat are used for childminding and children have access to the garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll who are all in the early year's age group.

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

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

- extend systems to enable parents and carers to regularly contribute to their child's learning and development record, and to share achievements from
- provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space and promote this by using items such as a treasure basket.

## **Inspection judgements**

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

Children make good progress in their learning and development, as the childminder knows them well. She makes regular observations of their achievements, in order to assess their progress and identify their next steps in learning. As the childminder currently cares for children who are all aged under two years, her focus has been developing the three prime areas of their learning. Children benefit from a well-presented, interesting, and calm learning environment. The childminder creates an environment that is very much in line with children's interests and provides suitable support as they play. As a result, children show curiosity, develop their independence, and are developing preferences in their play.

Young children are happy to explore their environment confidently on their own. They enjoy playing games of 'hide and seek' and find it hilarious when the childminder pretends that she cannot find them. They select their resources and play on their own out in the hall, but will always check back with the childminder for a quick cuddle and reassurance. Babies show high levels of concentration as they examine the toys around them and try to make sense of what they see. Children develop an understanding of the world through the early technology toys they are encouraged to use. They lift flaps, press buttons on toys, which light up, and make musical sounds. Children further develop an understanding of the world as they get out in the community and visit parks, where they feed the ducks and go on walks to collect leaves. The childminder encourages babies to imitate sounds and she sings songs and invites responses from them as she repeats sounds that they make. However, while babies have access to a good variety of age appropriate toys, there are fewer resources that enable children to have sensory experiences, in order for them to

explore different textures. The childminder is aware of babies' needs as they express tiredness and their need to have a cuddle and she effectively meets their needs.

The childminder has developed a satisfactory partnership with parents. She finds out useful information about the children through talking to parents at the start of placements. She has recently devised an 'All about me' type book for new parents. This contains information about their children's individual likes and dislikes, and babies' daily care routines. She effectively uses the information to plan for children's learning and care needs. She discusses children's progress and achievements with parents at the end of the day. However, the childminder has yet to engage parents in actively contributing to their child's learning and development record and sharing their achievements from home.

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

Children settle well with the childminder and quickly form a secure attachment with her. This is because the childminder has an effective settling-in procedure where parents are encouraged to bring their child's favourite thing from home, which acts as a comforter. Children feel at home and have a sense of belonging because the childminder places pictures of the children above their own coat pegs, flannel pegs, and drawers housing their personal belongings. This all helps to promote children's well-being and independence. Visual images around the home, including toys and pictures portray positive images of people from different cultures and disabilities, which helps to make all children feel welcome. Children develop good independence skills and high levels of confidence through making their own choices regarding their play. They show their confidence as they move from one area to another in the childminder's home.

Daily routines are organised to help children to support and develop healthy lifestyles. For example, children receive plenty of exercise and fresh air when taken out for regular walks and trips to the park. The childminder encourages children who have recently started to walk, to walk a little bit of the way back home to strengthen their legs. Children have freshly cooked meals three times a day and have access to fresh drinking water. As not all the children are keen on fruits, the childminder disguises these by using fruit purees and putting bananas in custard. Very young children are learning about safety. This is because they have boundaries in place such as safety gates that restrict their access to certain areas of the home and when they take part in fire drills. They are learning to be responsible as they put back toys in their rightful position. Children are learning to socialise with other adults and children when they go out to local groups. This helps with their next transition when they start pre-school.

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

The childminder has made a successful start to her childminding service. She has a good understanding of her responsibilities in meeting the requirements of the revised Early Years Foundation Stage, including the learning and development requirements. She demonstrates a secure knowledge of the prime and specific areas of learning and undertakes regular observations of children, which she has started to use to influence her planning. She knows the children well and uses this knowledge to inform her planning. She uses her own initiative to check things out when it comes to providing the best scenarios for children. For example, she used the internet and books for guidance on assessing children's achievements and how best to record these. As a result, she has found a system that clearly shows how well children in her care are making progress.

Children are safe and secure because the childminder gives this a high priority. She has devised a comprehensive range of policies and procedures, which underpin her provision and help to ensure children remain safe, and she is extremely well organised. She demonstrates a clear understanding of her responsibilities relating to child protection and has relevant contact numbers ready to hand if needed. Although recently registered, she has already established thorough systems of self-evaluation, reflecting well on her practice. She demonstrates a good awareness of her strengths and areas for improvement, for which she has a clear action plan for further development. For example, she has decided to turf her garden with a safety surface and decking to enable children to play outside in all weathers. In addition to this, she has devised a questionnaire for parents to give their views about aspects of her service. The childminder actively seeks information to build upon her existing skills and knowledge, which will improve the outcomes for children. This demonstrates the childminder's commitment to continuous improvement.

The childminder's relationship with parents is developing. She gathers useful information from them at the outset, which enables her to provide a good level of care, and she shares ongoing information about children's progress. Letters seen from parents suggest that they are very happy with the service that the childminder is providing for their children. The childminder demonstrates an understanding of the need to work in partnership with external agencies or services to ensure that a child gets the support he or she needs. She further understands that she must liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

### **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

Unique reference number	EY450104
Local authority	Wandsworth
Inspection number	810385

<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

