

**Inspection date**

29/01/2013

Previous inspection date

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 provides a welcoming and stimulating environment with a good range of easily accessible resources.
- All children are welcome and included. The childminder provides a fully inclusive service and supports and values children's home languages.
- Children quickly learn to build secure and trusting relationships with the childminder and the other children.

**It is not yet outstanding because**

- The childminder liaises with other early years settings that the children attend. However, this relates to children's care rather than learning and development.

## 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 account of the views of parent's information provided for the inspection.
- The inspector looked at children's assessment records and planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector observed children during a variety of activities in the lounge, bedroom and hallway.
- The inspector spoke with the childminder at appropriate times throughout the observations.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in Putney, within the London Borough of Wandsworth. Most areas of the ground floor flat are used for childminding and there is a communal back garden for supervised outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children on roll who are in the early years age group. The childminder has an early years qualification.

### **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 share information with others involved in the children's care and education.

### **Inspection judgements**

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

Children clearly enjoy their time with the childminder. They participate in a broad range of good quality activities and play opportunities linked to their individual interests. For example, they visit the local farm where the children explore and investigate a wide variety of animals. To support their interest further they visit a local pet shop where they talk about how to care for animals. Children are encouraged to develop their own ideas through child initiated play. Children thoroughly enjoy dressing up and pretending they are going to the swimming pool. They play cooperatively and older children show consideration to the younger ones, making sure they play on their sit-and-ride car. The childminder is skilled at introducing new words and supporting children to confidently express their ideas. They sit together with the childminder talking about different people who can help us. Children learn if their pet is poorly they may visit the veterinary surgery, if they are feeling unwell they may go to the hospital and see the doctor or nurse. This helps children prepare for the next stage in their learning and the move to school.

The childminder completes regular observations and takes photographs of children involved in activities to monitor their progress. Parents are encouraged to share information when they initially register their children about their starting points in their learning. The childminder regularly shares this information with parents to make sure the next steps she has identified in each child's learning are accurate. Individual monthly plans are devised for each child and consequently children make good progress in all areas of their learning and development.

The childminder shows a genuine interest in what children are saying and doing. They sit together and explore the childminder's magic bag. Children sing a song together before

taking an object out of the bag and correctly identifying its shape. To reinforce younger children's understanding the childminder sings about a square and a triangle and how we know which is which. Children are keen to sing songs and use a wide variety of puppets. This enables even the youngest children to be fully involved.

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

Children quickly build secure relationships with the childminder and the other children. They are keen to work together and involve the childminder in their play. A toddler passes cars to the childminder saying 'Car, brumm' and the childminder encourages them to explore the garage. She talks about the different coloured cars and counts them as they slide down the ramp. The child excitedly repeats 'car'. Children snuggle up and listen with interest to a story. The childminder gives them time to look at the pictures and talk about what they can see and what they think is going to happen next. The childminder plans and provides a good range of activities to promote children's physical development. They visit various groups in the community where they explore musical instruments and move to music. Children benefit from walking to and from school and preschool developing their understanding of the importance of exercise. They thoroughly enjoy a game of sleeping bunnies and show good control as they jump up and down.

Children are encouraged to be independent in their play and wash their hands before they feed themselves at lunchtime. The childminder sits with them to promote good table manners and provide support if required. Children learn about healthy foods as the childminder provides a balanced nutritious diet for all the children.

Children learn about safety. Photographic evidence shows them learning how to cross the road safely using the crossing. Children are confident as they move around the childminder's home. They are encouraged to put toys away once they have finished with them to keep the environment safe. Children's behaviour is good; they are polite and well mannered. They respond well to the childminder's positive approach. Children enjoy getting a sticker when they have tidied the toys away quickly. They learn to respect and value others because the childminder has good displays in all areas that the children use. For example, in the hall there are photographs of the children and examples of their art work. There is a lot of print and labelling around the rooms in various languages. This helps the children who are learning English gain a sense of belonging and feel valued.

The childminder has a good range of quality resources that are labelled and stored in low-level containers. This enables children to freely choose what they would like to play with. The space within the home is used well to create different play and learning opportunities. For example, there is a large space in the bedroom for more physical activities.

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

## provision

The childminder is well organised and enthusiastic. She demonstrates good understanding of the learning and development requirements and the safeguarding and welfare requirements. The childminder has attended various training courses including how to effectively evaluate practice. Consequently, she has clear knowledge of aspects of her service that are good and areas that she would like to develop. For example, introducing different types of messy play. The childminder regularly reviews children's progress to make sure that she covers all aspects of learning and development through planning and observations. All the required documentation is in place to support children's health, safety and general well-being. These records are shared with parents and include the policies and procedures to enable them to be fully involved and informed.

The childminder develops positive relationships with parents. She communicates effectively through various systems such as home visits, sending a text message and detailed diaries. Parents report that the childminder is 'very professional and keeps them very well-informed', the home is 'child friendly and there is a good range of toys'. Parents are fully involved in their children's learning through informal discussions. In addition, they look through their child's development file and agree with the childminder the next steps in their children's learning. The childminder is liaising with other early years settings that some of the children attend. However, the information shared is predominantly about children's welfare rather than their learning to enable a consistent approach. The childminder has systems in place to complete the two year progress check as required.

The childminder demonstrates secure knowledge of how to safeguard children and promote their welfare. She has attended child protection training and is clear on the procedures she will follow in the event of a concern. A detailed and thorough policy enables parents to be aware of her role and responsibility. There are clear risk assessments for the home, the communal garden and a wide variety of outings they go on in the community and further afield. As a result children can safely move around depending on what they would like to play with. The childminder makes very good use of the outdoor area to enhance children's learning.

## 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	EY449913
Local authority	Wandsworth
Inspection number	810843

<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>	

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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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