

Inspection date	13/02/2013
Previous inspection date	08/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- The childminder has an understanding of safeguarding procedures and maintains children's safety appropriately. She has developed positive relationships with parents and shares relevant information about children's experiences on a daily basis.
- Children are happy, settled in this environment, and have developed good relationships with the childminder and her family.
- The childminder is keen to make ongoing improvements through training and networking with others to improve her practice and enhance outcomes for all children.

It is not yet good because

- The childminder does not plan activities that support individual children's learning and development needs therefore their next steps have not been identified.
- The two-year progress check does not identify children's strengths or areas of concern.
- Much of the play is adult-led and children do not have easy access to resources, this does not promote children's independence.

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 observed the childminder and her assistant engaged in a range of indoor activities and daily care routines with the children.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector read complimentary letters from parents about the service that the childminder provides.
- During the inspection, the inspector looked at children's records and other documentation.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 1995. She lives with her four adult children in Battersea which is situated in the London Borough of Wandsworth. The downstairs lounge, and the bathroom on the first floor are used for childminding. There is a fully enclosed 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 four children on roll two of whom are in the early years age range.

What the setting needs to do to improve further

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

- consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development
- ensure that the progress check identifies children's key strengths and any areas where the child's progress is less than expected and use observations made of all children to plan for their next steps in their learning and development.

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

- make resources more accessible for children so they can make their own choices and develop their independence and which will allow children to initiate their own play.

Inspection judgements

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

The childminder implements a fair range of activities across the areas of learning and challenge is generally included for some but not all children. Her practice is generally satisfactory but there is not sufficient differentiation for children according to their age group. For instance, the childminder and her assistant provide a matching game activity for a child aged almost three years and include a much younger child. They primarily encourage the involvement of the younger child, expecting that an awareness of words will be promoted through identifying the objects on the cards. However, children quickly lose interest as this is far too challenging for them. The childminder periodically makes observations of what the children know and can do. However, she does not yet fully use this knowledge to plan the next steps in each child's learning across all areas of learning, which has an impact on their potential progress. Currently, children are achieving within the expected stage of their development. The childminder has begun the process of reviewing the progress of children who have turned two. She has ensured that there is some evidence about the progress children are making in the prime areas. However, she has not identified areas where children's progress is less than expected in order to devise a targeted plan to support children's future development. Parents have opportunities to

make comments about the progress their children make. Overall, parents are becoming more involved in their children's learning. For example, the childminder informs them of their achievements, through regular discussions, daily diaries and through looking through the observations made of their children.

Children are gaining an understanding of nature as they explore how seeds grow into plants. They have recently planted cress seeds. The childminder makes a point of showing the children how well their seeds are growing in the yoghurt pots when she shows them the green shoots. Children make progress in their communication as they develop a relationship with the childminder and talk freely with her while playing. The childminder asks questions about colours, and reinforces the names of colours and sounds that animals make when looking at toys to help develop children's knowledge. Older children are beginning to link sounds to letters and create rhyming by stringing together words that sound the same like 'bat' and 'mat' and when asked where 'Little Miss Muffet' sat, replies 'tuffet'. The childminder provides opportunities for children to make observations of the outdoor environment and notice aspects of the natural world. For example, when one of the children notices the squirrel in the garden, she asks him what else he can see in the garden. He becomes excited as he points out 'the bird, another bird'. He then notices the train that is passing by at the bottom of the garden and calls out 'the train'.

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

Children enjoy being in the company of the childminder and share a warm rapport with her and her family. As a result, they are happy and settled in her care. The children on roll started with the childminder as babies and her sound knowledge of their needs is evident. The childminder understands that having prior information relating to the children's needs, likes and dislikes helps to ensure that settling-in sessions are smooth. The childminder provides a wide variety of resources that cover the areas of learning. However, these are not easily accessible to the children who often have to point at what they want. This does not promote children's independence, as children are not able to make their own choices.

Overall, children behave well, although some are finding it difficult to share and take turns. The childminder understands that in order for children to have a smooth transition to other settings such as nursery school, children will have to develop their social skills. She is thinking of different ways she can support children, such as increasing children's visits to other settings so they can mix and interact with children of a similar age. This helps children to learn the skills needed for the future.

The childminder does not provide any meals for the children attending the setting, but ensures that they have healthy snacks and drinks during the day. Older children recognise and name vegetables, such as cucumbers and a variety of fruits as they look at these on hand-held computers. Drinks are readily available for children, who can see and reach their beakers. All children recognise when they are thirsty and confidently ask 'where water' when they happen to misplace the beaker. They learn from an early age about appropriate hygiene procedures, for example, the need to wash their hands before eating to stop the spread of germs. Children have some opportunities to learn about safe

practices. For example, the childminder explains why they must carry out fire drills. Children have daily exercise and fresh air when they go to the park on the route home after taking and collecting older children to and from school.

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

The childminder has a secure knowledge of safeguarding issues and her role and responsibility in protecting children from harm. She has a clear understanding of the changes made to the revised Early Years Foundation Stage relating to the use of cameras and mobile phones and has added this to her safeguarding policy. She keeps herself up-to-date with any changes to child protection through attending safeguarding training. She has ensured that all adults living in the household are suitable to be in contact with children.

The childminder demonstrates a commitment to improving her service by completing mandatory courses, keeping her knowledge and skills up to date, including first aid and seeking support from her local authority. Self-assessment systems are developing and she is beginning to identify areas of improvement that will have a positive impact on her practice. She has successfully met a number of the actions and recommendations made at her last inspection. For example, she has attending training in order to develop her skills at making observations of the children, developed her understanding of safeguarding, and improved hygiene routines to reduce the risk of cross-infection. In addition to this, the childminder now has a risk assessment in place, which helps to ensure that children are safe whilst on her premises.

The childminder makes her policies and procedures available to parents. The childminder gives them verbal and written information about what their children have been doing during the day and shares what progress she considers children are making. She makes suggestions to parents about what they could be doing with their child at home, and some parents respond positively to this. Letters seen from parents suggest that they are happy with the service that the childminder gives. For example, they say she is 'flexible' and has a 'positive' relationship with their child. Children's records relating to their individual needs are complete and help the childminder to support their needs.

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	122885
Local authority	Wandsworth
Inspection number	813650

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	08/02/2010
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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