

### Inspection date

28/03/2013

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

- 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 a creative, challenging and stimulating environment for children.
- Children are highly involved in their chosen activities and concentrate well. Their independence is encouraged, as they are able to access resources themselves.
- Children have formed secure and trusting relationships with the childminder and with each other. They play together well, learning to share and take turns, which helps them prepare for their move to other settings.
- The childminder completes accurate self-evaluation on the service she provides and clearly identifies her strengths and weaknesses. She strives to update her professional knowledge and making improvements to her service.

#### It is not yet outstanding because

- the childminder does not use routines such as hand washing to teach the children more about why it is good for their health to do so
- children do not always have good opportunities to write for a purpose or to understand that print carries meaning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children and the childminder's interaction with them as they played indoors.
- The inspector looked at children's records including their individual learning journals.
- The inspector sampled the childminder's policies and procedures.
- The inspector took into account the childminder's self-evaluation and questionnaires completed by parents.

## Inspector

Mauvene Burke

## Full Report

### Information about the setting

The childminder registered in 2009 and lives in the Roehampton area, in the London Borough of Wandsworth with her three children. All areas of the home are accessible to children, except the balcony. There is a communal garden available for supervised outside play and access to the flat is available via a lift.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She currently has three children on roll who are all in the early years range. She is able to offer overnight and weekend care. She holds an NVQ childcare qualification at level 3.

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

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

- consider ways to help children to write for different purposes by providing a range of opportunities about things that interest them; for example, by creating an environment rich in print where children can learn about words, and by supporting children in recognising and writing their own names.
  
- consider ways to help children learn more about the importance of good personal care skills.

## Inspection judgements

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

The childminder has good systems in place for establishing children's starting points. At the start of each placement, she gains information from parents about their child's routines and interests. This enables her to help children settle quickly. The childminder observes and assesses children's ongoing progress and effectively identifies the next steps in their learning. The childminder successfully plans activities that interest children and meet their ongoing needs. As a result, all children make good progress in their learning and development and gain a good range of skills for their future learning. The childminder keeps parents informed about their child's progress and engages them in the learning process to further support children's development. For example, they are encouraged to take home books and puzzles that the children show an interest in and regularly access their children's learning journals. The childminder prepares children well for school through her knowledgeable planning to meet their individual needs. She has prepared,

and shared with parents, a very clear written assessment of children's abilities between the ages of two and three years. She has clearly identified areas for development and an action plan to show how she will help children make further progress.

Children play in a child friendly environment that is extremely stimulating and welcoming. They make choices about their play, as most things are easily accessible, helping them gain independence. Children relate well to each other and display high levels of involvement in their chosen activities. They participate in a range of adult-led and child-led activities, playing together and alongside each other. They are beginning to learn to share and take turns as the childminder constantly reinforces this, often reminding them that they will need to do this when they go to school.

The childminder provides plenty of opportunities for children to understand the world and develop their personal, social, and emotional development. For example, when they play doctors and nurses, they take turns to be the doctor or the patient. The childminder skilfully supports activities to extend children's language through asking questions and giving them new information. Children remember that the instrument that they use to listen to the 'patient's' heartbeat is called a stethoscope. Children speak confidently and hold conversations with each other and adults as they play, asking the childminder to remind them what the 'injection' is for. This helps children to become confident speakers as the childminder values what children have to say. Children show an interest in books and enjoy listening to stories, supporting their early literacy skills. However, there are not always enough good opportunities for children to understand that print carries meaning or to recognise and write their name. This reduces the opportunities for them to link sounds to letters, naming and sounding the letters of the alphabet.

The childminder provides children with useful information to increase their understanding of the world. For example, during snack time when the children are eating their raisins and grapes, she explains that when the sun dries the grapes they become raisins. She also helps children to recall past events as she encourages them to speak about the things they did last week or ask questions like 'do you remember when?' This helps children to make sense of the world and form the foundation for future skills such as history and science. Children have opportunities to become aware of differences such as race and disability as the childminder provides children with resources that promote diversity.

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

The childminder builds warm and affectionate relationships with the children in her care, and it is clear that they are very secure and settled because of this. Children enter the setting confidently, showing good personal care skills. They take off their shoes and put them away in the cupboard and hang their coats on their individual pegs. This helps children to feel a sense of belonging and get them ready for when they go to school. Children benefit from having the childminder alongside them at all times. She brings extra interest to their play as she introduces them to new words and ideas. All children have developed a positive relationship with the childminder and each other, which promotes a sense of security and emotional well-being. Children's behaviour is good and they receive

lots of praise and encouragement for their efforts and achievements. The childminder encourages children to share and take turns and give them clear explanations about why they should do this. This helps them develop good self-esteem and social skills.

The childminder organises the play space very well. It is attractive for children and conducive to learning. Most of the resources are stored around the playroom at their level, so that children can readily select what they want to play with. However, writing tools are not always readily available so that children can practise making marks to develop their physical writing skills.

Children are encouraged to learn how to keep themselves safe. The childminder provides good support and has suitable expectations for the children to help them understand about risks around them. For example, they are familiar with the emergency evacuation procedure through practising regular fire drills. They learn why there are house rules and know why they should sit on the chair properly and not stand on the settee. Children learn about looking after things and caring for their play environment as the childminder actively encourages them to help her tidy away toys after use. This helps them to develop a sense of responsibility for their own and others' well-being.

Children enjoy healthy meals that the childminder provides and cooks freshly on a daily basis. They know that if they have too many Easter eggs, they will 'have bad teeth and be ill', and that eating fruits instead of biscuits 'is good for you'. Children are encouraged to wash their hands before they eat and after using the toilet but opportunities are missed by the childminder to reinforce the reasons why washing their hands is important to their good health. Children have regular opportunities to play outside where they get exercise and fresh air.

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

The childminder fully understands her responsibilities to support children's learning and development. She manages the educational programmes effectively so that all children develop the skills they need to become active learners. She has a good knowledge of the ways in which children learn and her interactions are always purposeful and positive. The childminder uses observations of children's play, along with information from their parents to build a full picture of each child's individual levels of ability in each area of learning.

The childminder has completed safeguarding training and is confident in her ability to identify any concerns. She has an appropriate understanding of the Local Safeguarding Children Board procedures and has a secure system in place to monitor and refer any concerns if she has them. The childminder carries out risk assessments for all the outings and trips they go on, to help ensure the children remain safe while in her care. She has made her home as safe as possible, for example through having suitable fire detection equipment in place.

The childminder has developed a very good professional working relationship with parents.

She shares information on a daily basis, face-to-face and through the use of a daily diary. In addition to this, parents can view their children's records and go on trips the children attend during the school holiday. Parents comment very favourably about the warm friendly service offered and their delight in the progress they can see their children make. The childminder has made contact with the local pre-school to prepare children for the move to a different setting. She is aware that this will help to support children's individual needs so they receive continuity in their care and learning.

The childminder has completed an evaluation of her provision in which she clearly identifies areas where she feels she has done well and areas for improvement. The childminder seeks the views of parents through questionnaires and this forms part of the evaluation of her service. The document also includes how she intends to achieve future improvement in her practice and the outcomes for children. She undertakes training run by the local authority to enhance her service. This demonstrates a good capacity for continuous improvement.

### **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 action. 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

<b>Unique reference number</b>	EY392743
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	761890
<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>	2
<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, which are usually the childminder's 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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