

Inspection date

Previous inspection date

05/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 provides a suitable range of age appropriate activities that offer children a variety of learning opportunities to help them to make steady progress in the prime areas of their learning and development.
- The childminder builds positive relationships with parents and shares information about children's progress and development, which helps to ensure that the individual needs of the children are met.
- Children play in a safe and secure environment because the childminder routinely checks for potential hazards and implements suitable safety precautions.
- The childminder promotes children's use of their home language effectively.

It is not yet good because

- Not enough is done within the setting to promote children's acquisition of English.
- Self-evaluation is not sufficiently robust to effectively identify clear priorities for future improvement, so that the drive for improvement is strengthened and children's levels of achievement are raised over time.
- There are few opportunities that are planned for children to understand about diversity and limited resources that depict positive images, such as gender roles.
- The childminder has not talked to parents about the benefits of sharing the progress check with other professionals, to enhance children's development and partnership

working.

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 activities and interaction between the childminder and the children during play in the living room.
- The inspector viewed documentation relating to the childminder's setting, including photographs of the children during play, children's learning journals, and the attendance register.
- During the inspection, the inspector spoke to one of the parents about their views of the service offered.
- The inspector spoke with the childminder at appropriate times during the inspection.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder lives with her adult daughter in a first floor purpose built maisonette in the London Borough of Wandsworth. Children have access to all areas of the maisonette apart from her daughter's bedroom. There is access to a lift. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one child on roll who is in the early years age group. The childminder has a level 2 qualification in childcare and is currently doing her level 3. She supports children who speak English as an additional language. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- foster children's enjoyment of spoken English language, for example, by providing interesting and stimulating play opportunities in areas such as imaginative play
- develop the systems in place for self-evaluation in order to foster a culture of continuous improvement.

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

- improve partnership working, for example by informing parents of the benefits of sharing information from the progress check with other relevant professionals
- help children to gain a greater understanding of diversity where stereotypes such as gender roles are challenged.

Inspection judgements

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

The childminder has made a satisfactory start to her childminding business. She has a satisfactory understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder provides a range of activities across all of the seven areas of learning, within an environment that supports child-initiated play. The childminder offers a routine that allows young children to make

decisions about what they would like to do which means that they have opportunities to be active, play, explore and learn. She observes and assesses where children are in their learning and uses this information about the children's learning to ensure next steps are identified.

Children arrive happy and are keen to play. They are confident in the childminder's home and settle well into the activities provided. The childminder helps children to make the most of the activities provided through purposeful interaction and appropriate use of resources. For example, she talks with the children as they play asking appropriate questions in the children's home language and responding positively to their actions. However, opportunities to extend and support children's acquisition of English are limited. This means that children may not reach a good standard in English by the time they reach school. Children are able to build and construct using building blocks. As they engage in this activity, the childminder seizes the opportunity to ask children to name different colours, shapes, and introduces them to a variety of number concepts. Children enjoy books through planned story times and through handling the books themselves. Children enjoy practising their pre-writing skills as they draw circles and are beginning to recognise letters as they make connections between zigzags and the letter 'M'.

Children's physical development is encouraged outdoors. They enjoy daily walks where they visit the shops, park, or pre-school groups. These experiences help children to learn to be sociable with others and to begin to understand about their local community. However, there is a lack of resources and planned activities to help children to learn to value diversity. This means that children have limited opportunities to see and learn about people who are different from them or about positive gender roles.

The childminder is working effectively with parents and carers to ensure children's needs are met. She discusses and records initial information from parents about children's starting points and interests. Parents' involvement in helping the progression of their children's learning and development in the setting and at home is embedded through on-going dialogue. The childminder knows how to complete the progress check for two-year-olds and has begun to do this. She provides parents with a written summary of their children's learning but has not made it clear to parents about the benefits of sharing this information with other professionals, such as, health visitors.

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

Children separate from their main carer with ease because they have developed a warm and secure relationship with the childminder. For example, they hold onto her hand when she goes into another room. When they are reassured where she will be, they confidently walk back into the playroom alone, but within the childminder's hearing, and continue their play. The childminder supports children to develop self-help skills, such as dressing and fastening coats and shoes. This helps them to develop some skills for the next stage of their learning at nursery or school.

Children are given a range of healthy meals and snacks, including fresh fruit and

vegetables on a daily basis. They access fresh air and exercise through daily outdoor walks to school, the local parks, and shops. Young children are offered the opportunity to wash their hands along with the childminder after having their nappy changed. The childminder maximises opportunities for children to learn how to look after themselves, and to establish good hygiene practice through the daily routine. The childminder give priority to children's safety. She keeps her home safe and secure by completing risk assessments and ensuring safety measures are in place for all children attending. She speaks to children about the importance of holding her hand and not running off when they are walking near roads. This means children are beginning to learn how to keep themselves safe.

Children behave well and understand the boundaries that the childminder has set. Children are happy to help the childminder put the toys away before they have their lunch. The childminder uses this activity as an opportunity to help children to sort and place things in order. The childminder praises them for their efforts and achievements, which helps to build their confidence and self-esteem. Children who speak English as an additional language are supported well. The childminder communicates with the children in their both home language and some English. This further develops their feelings of security and self-worth.

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

The childminder has a satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are written policies and procedures that the childminder uses for reference and shares with parents. This means that parents are aware of how she will care for their children. The childminder demonstrates a secure understanding of appropriate safeguarding procedures. Children's well-being is protected in the event of having an accident or being ill. This is because the childminder has a current first aid certificate and demonstrates an up-to-date knowledge and skills to deal with these instances. Overall, children receive adequate care in an organised environment.

The childminder demonstrates a satisfactory understanding of the learning and development requirements. She manages the monitoring of the educational programmes reasonably well and works closely with parents to ensure that they share in their children's learning in the home environment. There are currently no children on roll with special educational needs and/or disabilities or who attend other early years provision. Good communication with parents overall helps to ensure that individual care routines are followed and that children's individual needs are met. The childminder demonstrates a clear understanding of the importance of sharing information with other professionals. The childminder has a good relationship with parents. She spends time at the beginning of the day talking with parents about their child's needs. These daily discussions ensure parents' views are sought and they are kept informed about what their child has done during the day.

The childminder demonstrates a satisfactory capacity for improvement. She is keen to enhance her professional development and is currently on course to complete a National Vocational Qualification at level 3 in childcare. Self-evaluation is developing, although, strategies for accurately monitoring the setting are not yet robust enough to be fully effective. The childminder receives support from the local authority and has recently applied to attend a variety of courses to help support her work.

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

Unique reference number	EY450954
Local authority	Wandsworth
Inspection number	891990
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
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, 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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Piccadilly Gate
Store St
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M1 2WD

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