

## Inspection date

Previous inspection date

16/05/2013

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 knows the children well. This helps meet children's individual needs overall, so children feel settled and supported in their play.
- The childminder constantly communicates with children during their play.
- When planning the activities the childminder takes into account the parents' views to ensure she is able to meet the children's individual interests and needs.

### It is not yet good because

- The childminder does not evaluate activities or use observation and assessment to plan children's next steps
- Self-evaluation is not secure in monitoring the service she provides, to show how she has improved the outcomes for children or highlighted any weaknesses in the provision.
- The childminder does not work closely with parents to help support the development of language for children who have English as an additional language

## 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 children's activities indoors, and the childminder's interaction with them.
- The inspector held discussions with the provider.
- The inspector sampled relevant documents, including children's records and some policies.

## Inspector

Lisa-Marie Jones

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her three young children. They live in a two bedroom flat on the ninth floor in Roehampton, in the London Borough of Wandsworth. Access to the premises is via a communal lift or stairs. Minded children have access to the main living room, bedrooms and bathroom areas.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Currently there is one child on roll in the early years age range. The childminder supports children who are learning English as an additional language.

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

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

- plan challenging and enjoyable experiences for children based on assessment of their individual needs.

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

- ensure that self assessment is secure to evaluate the provision and the best outcomes for children
- help parents to understand that strong foundations in a home language support the development of English.

## Inspection judgements

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

Children's starting points and individual needs are identified by the childminder. She is aware of how the children are developing and learning, and can demonstrate how children have progressed. However, she does not make use of her observations and assessment to plan the next steps for children. The childminder has yet to implement the progress check at age two years, but she has all the required information to enable her to report the necessary information to parents.

The childminder has an adequate knowledge of the areas of learning and provides a range

of activities that generally capture children's interests. However, she relies on parents to advise which activities they would like children to take part in, rather than evaluate and plan this for herself.

The childminder fosters children's language development throughout the day. For example she sounds out words, speaks clearly and uses alphabet puzzles. This gives children who are learning English as an additional language an opportunity to understand and translate their actions in to words. However, the childminder does not work closely with parents to help them understand the importance of using their home language to help promote children's language development.

On the whole children are happy and settled. They focus well on the activities given to them within the home and are happy to explore the environment for themselves. Children go out on nature walks to explore the world around them and closely observe living things. They attend local children centres where they can socialise, play with larger toys, and take part in messy and creative activities.

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

The childminder has set routines which help younger children feel settled. They respond well to the routines and engage in play with her. The childminder takes care to ensure that she obtains information from parents about likes and dislikes, and children's routines when they start.

The childminder provides appropriate guidance which helps children to behave well. The childminder reminds children when on outings how to keep safe. Menus offer the children choice and cater for their dietary needs. Children happily eat their meals and have good table manners. The childminder encourages independence with regard to children's personal care. The bathroom is accessible if needed. Children know when they need to wash hands for hygienic purposes.

The childminder has provided some experiences that are similar to what children may take part in at school or other early years settings. For instance, children take part in group story times and singing times when they visit the local children's centre. They also learn to take turns and share. This enables children to progress appropriately in gaining skills for their eventual move to school.

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

The childminder understands her legal responsibilities clearly in regard to promoting children's learning, development and welfare. There are secure systems in place to help safeguard children and promote their welfare. She has taken part in safeguarding training and understands how to work with other agencies as required. She has appropriate policies in place to ensure they can take prompt action if they have any concerns

regarding children's welfare.

This was the childminder's first inspection since registration. She has been working along side the local early years advice service to help her make improvements to the service she provides. Her own evaluation of the provision in identifying strengths and areas for improvement to enhance children's care and progress is not secure in identifying her own training needs.

Children's safety while at the setting is given priority by the childminder. She conducts risk assessments and ensures appropriate safety equipment is in place. Children are taught to be responsible for keeping themselves safe and take part in fire evacuations.

The childminder has positive relationships with parents. They regularly share information about children's routines and the activities they complete. When parents and carers collect their children, she makes time to discuss all relevant aspects of the day.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY384805
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	913432
<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>	3
<b>Number of children on roll</b>	1
<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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