

Inspection date	03/09/2013
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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

- Children are developing a secure attachment with the childminder and they enjoy exploring the resources and environment.
- The childminder continuously talks to children so they hear new words and develop their language for communication.
- A welcoming and inclusive environment is provided, in which all children are equally well cared for.

It is not yet good because

- The childminder has not established effective systems to ensure children's individual learning needs are accurately assessed and planned for.
- The childminder has not fully established systems to assess and plan for children's individual starting points and learning needs.
- The childminder does not fully explore all opportunities to encourage children to learn about all aspects of the wider world, for example about many different types of people and communities.

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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the children's activities and the childminder's interaction with them.

Inspector

Patricia Edward

Full Report

Information about the setting

The childminder registered in 2003. She lives with her adult daughter. The home is situated on a small estate in Tooting, located in the London Borough of Wandsworth, close to shops, parks and transport links. All areas of the ground floor and first floor toilet and bathroom areas of the property are used for childminding purposes. There is a communal garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care each weekday from 8am to 6pm all year round. She is currently minding two children, one of whom is in the early years age group, and both attend on a part-time basis. The childminder supports children who have special educational needs and/or physical disabilities.

What the setting needs to do to improve further

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

- improve the systems for observation and assessment to understand children's level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

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

- encourage parents to contribute to an initial assessment of their child before or at the start of the placement in order to have full knowledge about children's achievements and build on what they already know
- support children's further understanding of differences in the wider world, for example, by acknowledging a wider variety of cultural festivals and telling stories about diverse experiences.

Inspection judgements

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

The childminder has a satisfactory understanding of the early learning goals and the seven areas of learning. She provides a variety of activities and experiences that support children's development and learning both in the home and in the local community.

Children appear happy, settled and secure within the childminding environment. She provides a varied range of adult-led and child-initiated activities and experiences that children enjoy. She completes simple photographic and written observations of children at play. However, she does not make good use of these to assess children's stages of development and to plan their next steps for learning to make sure children are challenged and make progress towards the early learning goals. The childminder obtains information about children's welfare at the beginning of the placement. However, she does not discuss information regarding children's abilities and interests to establish their starting points. Children make satisfactory progress overall and they are developing the skills required for the next stage in their learning.

Children have some opportunities to develop their understanding of the world. They have access to technology equipment and interactive toys that help promote their recognition of cause and effect, numbers and sounds. However, there are fewer opportunities for them to develop an understanding of a wider range of people and communities of the world. Currently children acknowledge some festivals throughout the year, which include Christmas and Easter, Valentine's Day and St George's Day. They take part in regular trips out to local parks and playgroups where they have opportunities to mix with other children and to learn important social skills, such as taking turns and being kind to each other. Children's communication and language skills are well fostered by the childminder. She provides constant verbal communication during activities to extend children's language development. Children's expressive arts and design skills are suitably fostered. They are able to express themselves creatively through painting activities. They also have access to a number of small world and role-play resources to support their imagination. The childminder provides a satisfactory range of activities and experiences to support children in developing the skills necessary for starting school and the next stage in their learning. The childminder is aware of the need to implement the progress check for children when they are aged between two and three years to assess their progress.

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

The children feel secure because the childminder provides effective warm and friendly care. She is attentive to their individual needs. The childminder obtains most of the relevant information from parents at the start of the placement. This helps her to meet children's individual needs regarding their routine care. The childminder organises the main play area well. There is a wide range of equipment and resources that are stored at children's level to encourage them to make independent choices. Equipment is suitable for their age and stage of development.

Children's personal, social and emotional skills are fostered. They benefit from suitable settling-in procedures, which are consistent with their home routines and help them settle and feel secure. Children display an appropriate sense of belonging and confidence within the childminder's home. The childminder has a good understanding of behaviour management. She has a gentle and sensitive manner when dealing with issues relating to behaviour management. This encourages children's understanding of the importance of

taking turns and being kind to each other. Children are developing an effective understanding of keeping themselves safe by regularly taking part in the emergency evacuation procedures. This helps them to develop useful skills for their future development, for example, at school.

Children are developing an understanding of the importance of drinking plenty of water to prevent them from becoming thirsty. This is because the childminder makes sure they are easily able to reach their individual cups as they play. Children's parents are responsible for providing the main meals. However, the childminder provides drinks and snacks throughout the day to support their healthy lifestyles. Children have access to healthy snacks that include fresh fruit and breadsticks.

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

The childminder has a secure awareness of safeguarding issues to keep children safe and free from risks of harm. For example, she has an effective understanding of her role in keeping children safe from unvetted adults and visitors to her home, and of the procedures to follow if she has concerns about a child's welfare. Since her last inspection, the childminder has attended training, to update her knowledge of how to safeguard children's welfare. Consequently, she has implemented a number of precautions. She has devised and implemented a visitors' log and has revised her safeguarding policy to reflect her procedures regarding the use of cameras and mobile phones on the premises. The childminder makes sure her premises are safe and secure. She completes long term written risk assessments and daily visual risk assessments, which help her to suitably maintain children's safety and well-being.

The childminder evaluates her practice using the Ofsted online self-evaluation form, to identify some areas for development to improve outcomes for children. She has made progress in addressing all of the recommendations and actions made at her last inspection. The childminder has a positive attitude to training. Since her last inspection she has completed a number of courses, which include safeguarding and first aid. This demonstrates the childminder's commitment to driving improvement.

The childminder encourages friendly relationships with parents and exchanges verbal information with them to provide continuity of care for children. A range of relevant information is put up on display for parents, to keep them informed about aspects of the childminder's practice, such as her registration certificate, Ofsted complaints information and her public liability insurance certificate. The childminder is basically monitoring children's progress through the use of photographic observations, learning folders and daily diaries, all of which she shares with parents. Currently the childminder has no children who attend other early years settings. However, she has experience of working in partnership with health professionals such as portage workers to support children's continuity of care and health.

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	EY253386
Local authority	Wandsworth
Inspection number	927787
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	2
Number of children on roll	2
Name of provider	
Date of previous inspection	01/03/2010
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, 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
Manchester
M1 2WD

T: 0300 123 4234
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