

Inspection date

Previous inspection date

30/09/2013

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 settle well in the childminder's care and develop happy respectful relationships.
- The childminder consistently records her observations on each child. This results in clear assessments of the children's progress and planning to meet their needs.
- The childminder forms strong partnerships with parents, promoting children's learning and development well.
- The childminder takes effective action to minimise potential hazards to children. As a result, children are cared for in a safe environment.

It is not yet outstanding because

- The childminder does not fully evaluate all aspects of her practice effectively to help her make improvements to further raise the quality of the provision.
- There are limited resources outdoors to extend the children's learning experiences.

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 she was caring for.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jane Bull

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and school age child in Hampton, in the London Borough of Richmond-upon-Thames. The childminder uses the ground floor of her premises for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently looking after two children in the early years age range, on a part time basis. The childminder offers care all week for most of the year. The family has two pet cats.

What the setting needs to do to improve further

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

- extend the self-evaluation systems further to focus on key areas to develop to further improve the outcomes for children
- introduce more resources to the outdoor area to extend children's learning and development experiences.

Inspection judgements

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

The childminder has a good knowledge of how to help children develop and learn. She provides activities that are of interest to the children that hold their attention. For example, painting leaves and making handprints in paint that the children join in eagerly. This helps children to make good progress in their learning and keen to be involved in activities. The childminder recently attended a workshop to improve how she makes observations. She uses this knowledge to record clear observations of children's development, track their progress and identify their next steps. This means she can show how the children are progressing, and what she intends to do to support their learning further. The childminder involves parents in their children's development. She shares information with them in a daily diary and verbally at the beginning and end of the day. Parents comment that the diary helps them keep up to date and know what their child has done each day. This means that the childminder is effectively involving parents in their children's learning on an ongoing basis.

The childminder is aware of identifying and supporting children with any special educational needs and/or disabilities, and children who learn or speak English as an

additional language to promote their inclusion. The childminder works with parents to find out about each child's background and share information when she starts looking after them. This helps the children to settle quickly with her and provides continuity of care. The childminder is aware of the two-year-old progress check but does not currently have any children in this age group. The childminder intends to use the children's progress records to review their development with parents. This means that she can identify potential gaps in their development and parents are aware of the progress their children are making.

Children enjoy activities such as drawing with easy to hold wax crayons to make marks on paper. This helps them to develop physically and supports their early writing skills. The childminder talks to the children while they play so they develop their language skills and vocabulary. For example, she asks them about the names of the colours they are using, and how the paint feels when they put their hands in it. The childminder talks about the different sizes of their hands to help children develop their early understanding of mathematics. The childminder encourages the children by taking an interest in their work, listening to their comments and praising their efforts. This helps to motivate the children to be involved in what they are doing. The childminder develops children's interest and enjoyment of books and literacy by reading to them from a good variety of age appropriate books.

The childminder takes the children on outings to the local parks and organised sessions at the library and toy library. This gives the children the opportunity to go to different activities, and meet and play with other children to develop their social skills.

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

The childminder's home is very welcoming and has a calm, happy atmosphere. The childminder discusses and records the children's individual needs with their parents before she starts to look after them. This helps the children to feel confident and secure in her care. Parents report that they talk with the childminder about how to settle their children in gradually. This means children have ample opportunity to get used to the childminder and her home. Children are very comfortable here and form secure attachments with the childminder, snuggling in when they sit on her lap. This helps to develop their emotional well-being. The childminder frequently praises the children and is very polite and courteous. She has a behaviour management policy that she follows and is calm and consistent in her approach to managing children's behaviour. This helps the children to learn positive behavioural and social skills.

The childminder completes and records daily and annual risk assessments of her home. This promotes the children's safety, and identifies and minimises potential hazards. The childminder is aware of the importance of being prepared for events such as a fire and clearly explains her evacuation plan. This means she know what to do to keep the children safe in an emergency. Children take small but safe risks when climbing up and down the step in the living room. This helps them to develop an understanding of safe practices. The childminder promotes children's safety further through equipment such as stair gates,

a carbon monoxide monitor, fire blanket and smoke alarms. The childminder is able to take appropriate action in the event of an accident as she has a current paediatric first aid certificate and well equipped first aid box.

The childminder supports the children to develop a healthy lifestyle when she looks after them. For example, children have regular access to outdoor play and fresh air. The children eat home cooked meals and enjoy healthy snacks such as rice cakes. The childminder helps children to become independent by feeding themselves at meal times. The childminder manages her pets effectively to promote the children's health and safety. For example, she feeds the cats in a separate area, before and after the children are in her home. The childminder implements very good hygiene procedures such as providing separate flannels, towels and bed linen for individual children. This supports the children to understand about good personal hygiene and prepare for transitions in their lives, such as starting pre-school.

Children have access to a good range of safe, clean, age appropriate toys that they can choose from. This means children can make their own choices as to what they would like to play with. This helps the children to develop their confidence and independence. However, the childminder does not fully use the garden area to support children's development and there are few resources to extend children's learning when outdoors.

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

The childminder has a good understanding of her responsibilities to meet the Statutory Framework for the Early Years Foundation Stage. She has policies and procedures in place that reflect the requirements. The childminder recently started childminding and shows a strong commitment to developing her practice further. She has a recognised childcare qualification and intends to attend training to further improve her provision and practice. This reflects her commitment to extend her knowledge and professional development.

The childminder has a good understanding of the safeguarding and welfare requirements and of child protection procedures. She is booked on safeguarding training to further support her knowledge. She provides a safe environment for the children to play and learn in and records any accidents and incidents. The childminder adheres to regulatory ratios to meet the needs of all the children and ensure their safety. The childminder has a safeguarding policy in place and knows to report any concerns she has to the relevant authorities. This means that the childminder is aware of her role and responsibilities to protect children's welfare.

Links between the childminder and parents are strong. Parents express their satisfaction about the care she provides. Information sharing helps them to have a clear understanding of each child's development and specific needs. The childminder knows the importance of developing links with other early years providers when the need arises to provide continuity of care.

The childminder is beginning to evaluate her practice and recognise priorities for improvement. For example, she has identified that she would like to make an outdoor storage area for buggies. However, this process is not yet secure, which means that she is not successfully identifying all of the strengths and weaknesses in her practice. Consequently, there are currently no clear targets and action plan to check if the changes she makes to her practice are successful and further improving outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY459757
Local authority	Richmond upon Thames
Inspection number	910264
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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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