

Inspection date	11/11/2013
Previous inspection date	Not Applicable

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

- The childminder develops effective partnerships with parents in order to identify all children's needs and help them make good progress in their learning and development.
- The childminder has very good settling-in procedures, so children are secure and happy from an early stage.
- The childminder skilfully engages and involves children in stimulating activities. Consequently, children are well motivated to play and learn.
- Comprehensive records, policies and procedures are in place to help the childminder protect children's well-being.

It is not yet outstanding because

- The childminder misses opportunities to further extend children's early reading skills.

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 discussed safeguarding procedures with the childminder, and looked at his policy.
- The inspector spent time with the childminder, observing him with the children he was caring for.
- The inspector spoke to parents during the inspection to gain their feedback about the setting.
- The inspector sampled children's information and development records.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2013. He lives with wife and teenage child in Streatham, close to parks, schools and local transport links. The whole ground floor and one bedroom on the first floor of the childminder's home are available for childminding. There is a fully enclosed garden for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He currently has eight children on roll, of these, four are in the early years age group.

What the setting needs to do to improve further

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

- further extend children's early reading skills through using print and labelling familiar items in the environment to help children in making choices in their play.

Inspection judgements

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

The childminder provides an environment that is highly stimulating, nurturing and safe for children. He has a secure knowledge and understanding of how to promote the learning and development of young children. The quality of teaching is consistently good. The childminder ensures that he provides a wide variety of exciting and motivating activities tailored to meet each child's interests. As a result, children are keen learners and making good progress in their learning and development. The childminder completes regular observations and uses them effectively to plan for children's next steps in their learning. He obtains information from parents at the beginning of a placement to gain an understanding of children's starting points. This helps him to meet children's individual needs effectively. The childminder involves parents with their child's learning by sharing information about the activities he will be doing with the children. This encourages parents to keep the childminder informed about how they support their children's learning at home. The childminder organises his home well to support children's independence. However, there are few labels, pictures or object templates in the environment, to help extend children's understanding that words and print carry meaning to help them identify where things belong when tidying up and selecting toys of their choice.

Children are gaining good mathematical skills. For example, the childminder provides number games to support children's mathematical development. Children are learning how to count in sequence and have good access to puzzles to develop their problem solving skills. The childminder supports children's communication and language development well. For example, he encourages them to record their voices so they can hear themselves

speaking. Children enjoy looking for letters of their name that the childminder places around the setting. They concentrate well as they work out how to display the letters on a white board to spell their names. Books are very accessible on child height shelves so children can help themselves. The childminder ensures that a selection of the children's favourite stories and reference books are always available. This helps to develop their growing interest in literacy. The childminder supports children's social development well. Children sit together at meal times. The childminder encourages the children to talk to each other about their day at school. This helps children form positive relationships.

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

The childminder's home is very child centred and he provides a good range of age appropriate resources. The childminder makes the best use of the space within his home. This helps children to enjoy their play and benefit from good quality learning experiences that keep them well engaged. Children have settled well in the childminder's care. He ensures that he divides his time effectively so that children get equal attention during their time with him. This helps to build their self-esteem and confidence. Children behave well and build good relationships with each other. They are learning to share and negotiate, and take turns when playing. Good behaviour is valued. The childminder encourages this through giving consistent praise and encouragement of children's achievements.

The childminder encourages the children to make healthy choices about what they eat and drink. He ensures that a wide range of fresh fruit and vegetables are part of their daily diet. Children are encouraged to help themselves to healthy snacks when they arrive back from school. This helps to ensure they are developing a good understanding of why it is important to eat well. Children walk to and from school and enjoy regular outings to local parks where they can play ball games, use slides, swings and climbing frames. This helps them to recognise the importance of physical exercise. Children are learning about the importance of good hygiene through their daily routine and to manage their own personal needs well. They understand that they need to wash their hands before meal times to prevent germs. Children are emotionally secure and ready for their next stage of learning. The childminder supports children well during their transition to school. For example, helping them learn letter sounds and introducing them to books and other materials that provide information or instructions for them to follow. Children are learning how to keep themselves safe as they learn how to cross roads safely on their way to and from school. They practice regular fire drills to help them become familiar with emergency evacuation procedures.

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

The childminder fulfils his responsibility in meeting the safeguarding and welfare requirements well. A full range of policies and procedures are in place, helping to ensure that the provision is inclusive for all the children who attend. The childminder shares these with parents to keep them informed of the service he provides. Children play safely

because the childminder carries out regular risk assessments to ensure that potential dangers are minimised. Appropriate safety equipment is in place throughout his home to maintain children's safety. The childminder has a good understanding of how to protect children. There are clear safeguarding procedures in place, should he have any child protection concerns about a child in his care. The childminder has a good understanding of the learning and development requirements. He monitors children's development through precise assessments. This ensures that he has an accurate understanding of all children's abilities and progress.

The childminder is committed to maintaining continuous improvement. He has in place well-targeted and realistic plans for the future, based on an accurate analysis of his strengths and areas for development. He intends to go on further training to continue to enhance his childcare knowledge and skills. Positive partnerships are in place with parents. The childminder meets with parents on a daily basis to give them feedback on their children's day including their well-being. This means they are clear about the range and type of activities and experiences provided for the children. Parents report positively about the service the childminder provides. They are extremely happy with the care and education their children receive. They feel that their children have settled well in the setting. An outing with the childminder and his family before their children start to attend, helps children to form secure attachments. The childminder is committed to developing strong links with the school where his minded children have started to attend, to maintain continuity of learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459171
Local authority	Wandsworth
Inspection number	916369
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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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