

Inspection date

27/11/2013

Previous inspection date

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

- The childminder builds strong bonds with children, forming secure attachments and teaching them to become independent and confident learners.
- The childminder plans and provides a varied range of activities and makes good use of outings and visits to places of interest to extend and stimulate children's interest.
- The childminder uses self-evaluation effectively to help her develop her knowledge and monitor children's development and progress.
- The childminder shares information well with parents reassuring them that their children are happy and settled in her care and are making good progress.

It is not yet outstanding because

- Although partnerships with parents are strong, there are occasional missed opportunities to fully involve parents in children's learning.
- The range of open-ended resources to encourage children's use of imagination is not comprehensive and fully developed.

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 the childminder and the children she was caring for in the childminder's home.
- The inspector discussed safeguarding with the childminder and viewed a sample of the childminder's policies.
- The inspector held discussions and conducted a joint observations with the childminder.
- Parents views were gathered through recently completed questionnaires.
- The inspector sampled children's information and development records.

Inspector

Jane Nelson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in a ground floor flat situated in Southfields in the London Borough of Wandsworth. The home is near to local schools, transport links and Wimbledon Common. All areas of the home are used for childminding. There is a small, enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the Early Years age range, one of whom attends on a part time basis.

What the setting needs to do to improve further

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

- enhance the good partnerships with parents further, by sharing ideas for activities following children's interests
- extend opportunities for children to use open ended resources that can be used in different ways to encourage their imagination.

Inspection judgements

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

The childminder plans and provides a good range of varied, stimulating and interesting play opportunities and activities, which reflect individual children's ages and interests. Her interaction and enthusiasm with children encourage them to actively explore, build confidence and gain independence. The childminder accurately observes, assesses and monitors children's development, planning activities and discussions that help them progress. As a result, children make good progress in all areas of their learning and development, given their starting points. The childminder is aware of the required Progress check for two year olds and will be using her existing records to build towards this as children approach this stage.

Children are acquiring a good range of skills that will support them in the next stage of their learning. For example listening, developing their vocabulary and learning from observing and copying the childminder and each other. They are well prepared for the move to nursery or school by the childminder's daily links with the local nursery class and visits to the local children's centre where children socialise in a larger group of children.

The childminder creates an interesting home environment and plans stimulating activities

that children enjoy. She guides children's development through warm, positive interaction and constant involvement in their play, teaching them how to use utensils and explore new textures. The childminder responds to children's emerging language and encourages their use of small physical skills, coordination and having fun as they learn. This results in children being excited, interested and concentrating on their play. For example the childminder sets out a large play tray on the floor with different containers and corn kernels in. Children explore the texture of the corn kernels trickling them through their fingers. They use their coordination and are learning simple mathematical concepts as they feel the weight of the corn kernels, scoop, fill and empty, and pour the kernels between different containers. The childminder demonstrates how pouring the kernels onto different surfaces makes different noises. Children copy the childminder realising their actions are generating the noise. They vocalise excitedly, laugh and offer an empty cup to the childminder indicating they want her to have another turn.

Children use their developing language skills saying 'please' and 'thank you' as the childminder passes utensils to them or to indicate they want something. This helps children learn about working together and taking turns. The childminder recognises when children are ready for a change and follows their interest in looking at a favourite book. Children sit cosily with the childminder looking at the book, they recognise the characters and name different animals they see. Children's attention is distracted by a favourite song they hear playing in the background and they excitedly rush to the musical instrument box to join in familiar actions in the song. They explore different sounds by banging, shaking, and using their hands to make noises with different instruments. Children follow the music moving their bodies in time and requesting 'again' when the song finishes.

The childminder provides a good range of play materials and equipment to encourage children's investigation. She make some use of resources, such as, the corn kernels that children can use for a variety of purposes. However, these are not yet fully extended to include a wider range of resources to stimulate and extend children's imagination.

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

Children are happy, confident and sociable. They show a developing confidence and independence. They excitedly talk about where they live referring to 'my house is round the corner' and remove their shoes and coats on arrival back from their morning at nursery. They share strong bonds and affection with the childminder, which helps them feel secure, build confidence and independence. The childminder displays children's family photographs which encourage children's sense of belonging in her home and reinforces the links between their and the childminder's homes. Children behave well as they are busy, interested and enjoy exploring the interesting activities the childminder provides. Younger children learn from observing and copying their older friends and show an interest in wanting to stay and join them at nursery. The daily routine, well planned activities the childminder provides and ongoing discussion she initiates, helps children learn skills such as sharing and playing alongside each other,

Children show a developing awareness of their own safety. They use utensils and move

around carefully, and recognise toys and books on the floor need to be picked up so they do not get trodden on. Children enjoy a good range of interesting outings with the childminder, which encourage their physical development and awareness of the world around them. For example, they regularly visit local parks and play areas where they use equipment, which encourages climbing and balancing. Younger children still developing these skills are confident walkers. The childminder observes how their crouching and walking skills have developed through activities such as walking on different surfaces and climbing on low equipment in the park. Therefore, children across all age groups make good progress in their physical development.

Children follow routines that help them learn about their own health and hygiene. They know to remove their shoes and take their coat off when inside the childminder's home. The childminder helps children to wash their hands before eating, explaining how this keeps their hands clean. She provides healthy snacks and meals that children enjoy eating after their busy morning.

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

The childminder understands her responsibilities in keeping children safe and protecting their welfare. She supervises children closely and uses risk assessments to monitor and review safety issues in the home and on outings. She seeks training so that her knowledge of safeguarding remains relevant and up to date. The childminder provides a welcoming and homely environment for children, where the available space is organised well for children to play eat and rest safely. She fully understands her responsibilities in meeting requirements. For example maintaining the required records and knowing the required adult to child ratios and how these apply to her childminding.

The childminder's enjoyment of her work is evident in her enthusiasm, and supportive and encouraging interaction with children. She uses self-evaluation effectively to monitor and drive improvement. She develops her knowledge and experience through identifying and attending training, visiting childcare exhibitions, and looking for ways to help her in her organisation of records and documentation.

The childminder has a good understanding of the learning and development requirements. She monitors children's development effectively and records meaningful observations illustrated with photographs that she uses to identify children's next steps and how to help them progress. She shares this information with parents providing an interesting record of children's activities and progress. This information provides good opportunities for parents to be involved in children learning. However, the childminder does not always fully extend this to include practical ideas and resources for parents to continue at home. Nevertheless, she builds good relationships with parents and seeks their views on her service. Their responses reflect they are very happy with the care she provides. Parents praise the childminder and refer to how happy their children are in her care. They comment in particular on the wide range of activities and good feedback the childminder provides. In addition, they comment that they can see that their children are developing

well, thanks to the childminder.

The childminder works effectively in partnership with other settings children attend, such as the local nursery class. She extends the relationships built through her own child attending, to include children she cares for. The childminder follows the nursery planning and continues activities such as learning about the letter of the week and celebrating different festivals, to support children's learning. The strong partnerships support continuity in children's care and learning.

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	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	EY461401
Local authority	Wandsworth
Inspection number	916378
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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