

## Inspection date

Previous inspection date

15/01/2014

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 are happy. They feel safe and secure because the childminder provides a caring environment, where she meets their individual needs well.
- The childminder observes and monitors children's progress, which helps her plan a range of interesting and challenging activities to support their learning across all areas.
- The childminder values the individuality of children and is proactive in giving them a sense of belonging in her home.
- The childminder promotes children's safety, and they benefit from healthy and nutritious food that meets their individual dietary needs.

### It is not yet outstanding because

- The childminder does not provide parents with information and suggestions on how they can further extend their children's learning at home.
- The activities on offer for babies when the childminder is undertaking routine tasks such as cooking are less inspiring.

## 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 caring for children, primarily in the living room and dining area of her home.
- The inspector had discussions with the childminder throughout the inspection.
- The views of the parents were sought through available documentation.
- The inspector viewed samples of the available documentation, such as the safeguarding policy and children's records.

## Inspector

Helen Steven

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two early years age children in a two bedroomed home in Putney in the London Borough of Wandsworth. The home is arranged over two floors accessed via a step to the front door. The ground floor is the main area of the home used for minding, with one bedroom available for children to rest. There is a secure garden for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder currently has one part-time child on roll within the early years age range.

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

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

- enhance ways in which parents are supported in extending their children's learning at home
- provide more interesting activities for babies whilst routines such as cooking lunch are undertaken.

### Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how to promote children's learning. Consequently, children learn in a welcoming and caring environment, where they develop the necessary skills to help them prepare for their next stage in learning. The childminder gathers comprehensive information from parents to identify children's starting points. Systems to provide them with information and ideas on how to extend their children's learning at home are not as successful. Regular observations of the children help the childminder monitor their progress and plan for their individual needs. The childminder is aware of the need to complete a summary for the progress check for two-year-old children.

Children benefit from a varied range of toys and play based experiences that the childminder tailors to their individual interests. The childminder sets out toy boxes at a low level and changes them over regularly to sustain children's play and learning. The childminder has begun to label some of the toys with pictures and words in both English and French. This enables children to make choices and begin to learn that written words have meaning. Text in children's home language also helps give them a sense of belonging.

Children are able to express their ideas and imagination by finger painting and exploring rhythm with musical instruments. For example, babies bang and shake the instruments and enjoy the sounds they make. The childminder uses mathematical language during children's play and introduces number songs, such as 'five little ducks'. In addition, she uses every day activities to extend their learning. For example, she counts as children walk down the stairs. The childminder encourages babies to develop their communication skills by commentating about what she is doing. She sings with the children and includes songs in their home languages. She reads with the children and talks about the pictures. Children develop an understanding of technology as they press buttons on electronic books to instigate noise. Babies are able to develop their imagination as they act out real life experiences by using plastic cups from the role-play toys. Children begin to learn about living things when they observe the family budgerigar. The childminder is conscious of ensuring children's safety. As a result, when she carries out tasks, such as cooking, babies sit in a highchair close by. However, there is less consideration during these times to support children's learning so they continue to be stimulated and explore.

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

Children feel comfortable, happy and eager to learn in the childminder's care. The childminder has a good knowledge of the children, and by sharing information with parents, she knows when their children need further support during the day. For example, if babies need to sleep earlier than usual. The childminder offers both reassurance and assistance to the children during the day. Babies are confident to interact with visitors to the setting. They smile and wave, showing they feel secure whilst being held by the childminder.

The childminder encourages children to play together by including all children in group activities. She helps children settle well and gives them a sense of belonging to the group by learning keywords and phrases in their home language. Children are able to develop good manners, as the childminder is a positive role model. She manages unwanted behaviour successfully, and gently reminds children to say please and thank you. Children learn how to keep themselves safe in an emergency as the childminder practises fire drills regularly with them.

Children are developing healthy lifestyles. They benefit from fresh air and exercise on a daily basis. When older, children can move freely between the rooms. Babies are enticed to become mobile as the childminder arranges toys slightly out of reach to encourage them to crawl. They receive lots of praise and encouragement from the childminder, who is delighted at the attempts and progress they make.

Children routinely clean their hands before eating to develop good hygiene practices. The childminder caters to children's dietary requirements and their likes and dislikes. She prepares fresh nutritious food each day, which meet the children's dietary needs well. For example, on the varied menu is fish pie, butternut squash soup, stews, vegetables, cereals and fruits, they have water readily available. The childminder and children sit to eat

together, and babies are encouraged to hold a spoon to develop their independence.

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

The childminder identifies her strengths and areas she intends to develop in order to improve outcomes for children. For example, she is focusing on developing richer and more varied activities to provide children with further challenge as they progress towards the early learning goals. The childminder has a secure knowledge of safeguarding issues and is aware of where to seek guidance in order to support children's welfare. The childminder assesses risks to the environment and when on outings to reduce hazards for children. She has safety gates across the stairs to offer children freedom to move between the areas used for childminding.

The childminder holds a valid first aid certificate, which supports her to deal appropriately with any accidents. Organisation of the learning environment provides children with space and access to a good range of toys and resources. The childminder has comprehensive systems in place to maintain required documentation in order to promote children's good health and welfare. She provides a service that is inclusive for all children by ensuring she respects their individual needs.

The childminder has good relationships with parents. As well as verbal communication, she uses a detailed communication book that goes between the setting and the children's home. Parents and the childminder share information about their children's learning and welfare. The childminder seeks parents' views on her service through questionnaires. These demonstrate that parents are happy with the service provided and feel confident in leaving their children in her care. Parents have noticed the progress their children have made. For example, their social skills have developed and they have gained confidence being around others. The childminder has a positive attitude to working alongside other agencies as and when required to support children's individual needs.

### **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

<b>Unique reference number</b>	EY462923
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	924928
<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>	2
<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>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

