

Inspection date

Previous inspection date

30/01/2014

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

- The childminder is nurturing and attentive. This approach helps children to feel emotionally secure, which supports children's personal, social and emotional development.
- The childminder has well-established partnerships with parents with good systems for sharing information that keeps parents informed of their children's development.
- The childminder provides suitable resources to match children's needs and support their learning and development.
- Children's health is promoted well because the childminder prepares home-made nutritious meals and snacks.

It is not yet outstanding because

- The childminder's does not take all opportunities to teach children that people differ in her programme extending children's understanding of the world.

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 spoke to the childminder at appropriate times during the inspection.
- The inspector discussed risk assessments with the childminder and viewed all areas of the premises used for childminding.
- The inspector examined relevant documentation including children's records.
- The inspector observed the interaction between the childminder and the children.

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and child in a flat on the second floor of a block of flats in the London Borough of Wandsworth. There is no access to a lift. Children may use all rooms apart from the master bedroom. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has a Foundation Degree in Early Years and a BA degree in Childhood and Youth Studies.

What the setting needs to do to improve further

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

- extend children's understanding of their own culture and the cultures of others, by providing a range of resources which represent different people and communities.

Inspection judgements

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

Children make good progress as a result of the childminder's effective teaching methods and her knowledge and understanding of how children learn. The childminder has effective observation and assessment systems, which she uses to plan challenging and exciting learning experiences for the children in line with their initial starting points. This means children enjoy their play and gain a positive attitude towards learning.

Children have formed good attachments to the childminder. She supports children's personal, social and emotional development well. This positive relationship means children are confident to explore the environment and learn through play. The childminder works with parents to establish a routine, which is matched to children's needs. Young children take naps when they are tired, for example, which contribute to their well-being. The childminder also takes the children to local groups. This experience helps children to start to build relationships with others.

The childminder provides play materials and resources that are stimulating and appropriate to the children's needs. The childminder demonstrates a secure understanding about how to promote children's communication and language skills, and does so through her good teaching. For example, the childminder gives lots of eye contact and talks to the children as they explore the items she has put together in 'treasure baskets'. The variety means children hear new words. Young children respond by babbling and the childminder acknowledges what they 'say,' promoting their communication development. She also offers lots of praise and encouragement, so children continue to try to 'find their voices'. Consequently, young children show good early skills in their language development in

preparation for the next stage of their learning.

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

The childminder gains useful information about children's individual needs through parents completing an 'All about me' form. This helps the childminder to meet children's personal needs well when they first start with her. Children benefit from being cared for in a welcoming, homely environment. Children actively approach the childminder for support and respond affectionately to her, so demonstrating that they feel emotionally secure.

The childminder supports children's behaviour in a positive manner. She uses effective strategies depending on the children's stages of development, to divert attention away from unwanted behaviour. This means that as children play they learn to share and take turns. The childminder prepares healthy meals and snacks to help maintain children's good health. She purees and mashes home-made foods for young children. This helps children to develop an awareness of adopting a healthy lifestyle. Children are learning to develop good personal skills as they are encouraged to feed themselves. This developing independence helps prepare them for the next stage in their learning.

The childminder uses everyday opportunities to teach the children how to keep themselves safe. They practise how to leave the premises safely in an emergency. Children benefit from the good range of resources that the childminder provides and the way in which she makes these available. As a result, children make independent choices, which support them well in initiating their own play and learning. This helps children become independent learners in preparation for the next stage in their early education. Children benefit from visits to local parks and 'under five' community groups, which enables them to learn about their local community. The childminder has few resources that reflect diversity so that children learn about differences between people and to respect these.

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

The childminder has a secure understanding of the Early Years Foundation Stage requirements. She has a good understanding of her responsibility to protect children from harm and of the procedures to follow should concerns arise. She has a well-written safeguarding policy that is shared with parents, so they can be aware of her responsibilities.

The childminder undertakes risk assessment so that hazards to children's safety are minimised. The childminder completes thorough risk assessments for outings too, as well as for her home and garden. Her thoroughness means that children play in safe, clean and suitable environments. The childminder gives children's well-being priority at all times to ensure they are happy and safe. This processes support her well to ensure children remain safe at all times.

The childminder has developed strong partnerships with parents. She shares information about the children's learning with them. She has regular discussions with parents and both the childminder and parents write messages and comments in children's care diaries. This two-way communication ensures parents are fully informed of the activities and play experiences their children take part in during the day.

The childminder has only recently started to care for children. However, she is fully committed to providing a quality service. She makes good use of her qualifications to teach children well and to meet the learning and development requirements. She understands the importance of evaluating her service and plans to attend further training to develop her knowledge and skills, in order to improve the quality of her childminding service.

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	EY461200
Local authority	Wandsworth
Inspection number	926271
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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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