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| Inspection date | 24/01/2014 |
| Previous inspection date | 27/09/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 promotes children's communication and language skills well through her involvement in their play, listening to them and encouraging their response.
- The childminder provides a welcoming, well-organised and safe learning environment. As a result, children are confident and motivated as they move freely around the home and make choices about what they play with.
- The childminder effectively promotes children's all-round good health and understanding of healthy living, by providing good access to the outdoors and nutritious meals and snacks.
- The childminder works enthusiastically in partnership with parents. Children benefit from these friendly and successful relationships that support their welfare, learning and development.

It is not yet outstanding because

- Children are not always able to consolidate their counting and number recognition skills, as number labels around the play environment are not clearly displayed for them to see.
- The childminder shares children's achievements with parents and encourages their feedback; however, she does not consistently include this information in children's learning journals and activity planning, to promote a fully cohesive approach to their learning.

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 had a tour of the premises.
The inspector observed activities and interaction between the childminder and children during play in the living room. She held discussions with the childminder at appropriate times throughout the observations.
- The inspector looked at children's records and other relevant paperwork.
- The inspector took account of the views of parents within documentation and through feedback from the childminder.

Inspector

Marcia Robinson

Full report

Information about the setting

The childminder registered in 2009 and lives with her secondary school-aged child in a fourth floor flat in the London Borough of Wandsworth. Access to the premises is via an internal staircase and lift. The whole of the childminder's home, with the exception of the main bedroom and balcony, is used for childminding. There is no garden available, so the childminder takes children to local parks and open spaces 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 four children; of these, three are in the early years age group. The childminder operates all year round, Monday to Friday, except for public and family holidays. She is a member of a professional childminding association.

What the setting needs to do to improve further

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

- enhance the two-way flow of information with parents by including their views about their children in learning journals and planning of activities

- develop further children's mathematical awareness by, for example displaying numbers in the play environment so children can clearly see them.

Inspection judgements

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

The childminder has good knowledge and understanding of the Early Years Foundation Stage. She provides an environment that is highly stimulating, nurturing and safe for children, which enables her to support their learning and development well through play and effective teaching methods. For instance, as children are making marks with chalks, she talks about what they are doing and asks them to name the objects they are drawing. This approach helps to extend children's vocabularies and encourages them to think. The childminder shows a good understanding of how to promote children's learning and development through play. She provides children with a broad range of interesting activities and experiences. This includes a good balance of free-play and adult-led activities, along with regular outings in the local community. These experiences effectively meet the needs of the children attending and prepare them well for the next stage of learning, and eventually for school.

Children have good opportunities to use their imagination. They have access to a wide range of role play resources such as a builder's bench and small world toys. For example,

they pretend they are builders and mend the walls with their toolset. Children show pleasure when they hear music and singing. They giggle and move enthusiastically alongside the childminder to the music, as they remember some familiar words and phrases. Children are developing good social skills as they sit together and have conversations with the childminder and each other at meal times. They enjoy meeting up with other children and they go on regular outings to 'stay and play' groups so that they can socialise with other children of a similar age. Children are developing generally good mathematical skills. They count the stairs as they walk up to the property and enjoy counting the pieces of fruit that they have prepared for their snack. Although the childminder plans some counting activities with the children, she misses some opportunities to further develop their counting and number recognition skills during everyday activities. This is because the number labels around the play environment are not clearly displayed for children to see.

The childminder makes sure she gathers information regarding children's starting points from parents. This information and observations made of children are used to assess and plan for each child's needs. The childminder knows the children very well and is identifying the next steps in each child's learning. These are shared with parents on a daily basis so they are kept informed of their child's progress. However, there is scope to build on the strategies to strengthen parents' involvement in their child's learning, by including their comments and views in the learning journal to promote a fully cohesive approach to children's learning. The childminder has a very positive approach to working with parents and other agencies to support children's developmental needs. For example, she implements specific strategies to support children's communication and language development. She has implemented the progress check for two-year-old children, to enable her to report the necessary information to parents. This means that she is able to identify potential gaps in the children's development, so parents are aware of the progress their children are making.

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

Children have formed a close and trusting relationship with each other and the childminder, who is warm and attentive to their needs. They play happily and are clearly settled in her care. They quickly form a secure emotional attachment with the childminder because she has an effective settling-in procedure involving parents. This ensures children receive positive support in the move from home to the childminding environment. The childminder acts as a good role model and builds children's self-esteem and confidence through positive reinforcement, praise and encouragement. This helps children to feel good about what they do and to behave well. Children develop good personal skills as they learn to dress and feed themselves, and manage their personal care independently. In addition, the childminder works well with parents to support children's self-care skills, such as potty training. These skills support their future learning and independence well, for example when they move to school. Children show that they feel safe as they move confidently around the childminder's safe, well-organised home. They help themselves to a wide range of good quality toys and resources. These are highly appropriate for children's stages of development. Consequently children are able to be as independent as possible

when developing their play. Children are given lots of attention and opportunities to enjoy the activities and experiences on offer. Resources, such as books, play figures and trips to the market in the local community, help children to learn about diversity.

The childminder shows a high regard towards promoting children's health, safety and well-being. She provides a balanced menu of home-cooked meals and a choice of snacks that are freshly prepared using healthy ingredients. Children are learning through positive role modelling and clear explanations, which are also supported by pictorial displays in the bathroom. This helps children to learn why it is important to wash their hands in order to maintain their good health and to prevent illness. In addition, the childminder encourages children to brush their teeth after meals, to help them learn about the importance of dental hygiene. She completes thorough risk assessments of the home and outings including daily indoor checks to ensure children can play safely. This is supported by a range of appropriate safety equipment and procedures for practising regular fire drills, so that children know what to do in an emergency. The childminder supports children in learning about safety while on outings, such as staying close together when walking and running around in the park. She makes sure children cross the road using the pelican crossing or the lollipop person, so that they learn about road safety. High regard is given to children's large muscle development and their access to fresh air. This is essential as there is no access to a garden on the premises. Nonetheless, the childminder shows a commitment towards planned outdoor play as part of children's daily routine. She takes children on daily walks and on trips to the park and local soft play facilities, which ensures they have good opportunities to develop their physical skills.

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

The childminder effectively safeguards children's welfare. She has a good understanding of her responsibilities towards the children in her care and the need to provide a safe environment. She has completed child protection training and knows what steps to take if she has concerns about a child. She has a well-written safeguarding policy and related procedures to protect children while they are in her care. For example, the childminder is aware of the procedures for informing Ofsted of any adults over 16 years living or working on the premises. Records are well organised, comprehensive and kept up to date, which ensures children's health, safety and well-being. The childminder holds a valid first aid certificate and she keeps accurate records regarding children's attendance and medication administered. The childminder shares a good range of policies and procedures with parents to keep them informed of the service she provides. She has a good understanding of the learning and development requirements. For example, she regularly monitors children's learning and provides challenging activities, which help children to move onto the next stage in their learning.

The childminder regularly evaluates her provision and seeks feedback from parents through questionnaires, to help her make changes to her practice. These indicate that parents are extremely happy with the service provided including the childminder's open lines of communication and the progress their children have made during their time at the

setting. Overall the learning and care provided by the childminder effectively meets the needs of the children who attend and enables children to make good progress. This is through the childminder holding daily discussions, as well as sending text messages to parents regularly. This means parents are clear about the range and type of activities and experiences provided for the children. The childminder has a good working relationship with local agencies and is able to demonstrate the effectiveness of these partnerships, to ensure all children's needs are identified and met, thereby supporting their progress.

The childminder evaluates her service to monitor her practice. She has successfully met the recommendation set at her previous inspection, resulting in improvements being made to her setting. In addition, the childminder constantly strives to enhance her skills by accessing online tools and websites for up-to-date information and guidance. She has identified where changes are necessary to enhance her skills in observing children and assessing their needs. Consequently, the childminder demonstrates a good capacity to maintain continuous improvement, to help improve outcomes for children.

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

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| Unique reference number | EY402087 |
| Local authority | Wandsworth |
| Inspection number | 945104 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 27/09/2011 |
| 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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