

Inspection date	03/02/2014
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

- Children feel safe and secure because the childminder provides a caring environment where routines are familiar.
- The childminder promotes children's all round good health effectively by providing regular access to the outdoors and nutritious meals and snacks.
- The childminder keeps records of children's development to help them make good progress and identify any gaps in their achievements.
- Children develop independence as they choose from a varied range of well-presented toys and resources.
- The childminder builds successful partnerships with parents, which provides consistency in children's care and learning.

It is not yet outstanding because

- The childminder does not always share information with parents about children's activities to enable them to fully extend their learning at home.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The majority of the inspection was spent observing the childminder's practice and her interaction with the children
- The inspection viewed the rooms used for childminding.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled a range of documents including children's observations, attendance records and safeguarding procedure

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in the London Borough of Wandsworth with her four school age children, two of whom are aged under eight. There is a lift providing access to the childminder's fifth floor home. The front room and one bedroom are used for childminding. The childminder is caring for one child in 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:

- develop further the information shared with parents about children's activities to enable them to extend their learning at home.

Inspection judgements

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

The childminder has a secure knowledge of the areas of learning and of how children learn and develop. Consequently, she provides a variety of challenging activities and learning experiences, which enable children to make good progress towards the early learning goals.

The childminder collects information from parents at the start of the placement. For instance, they are asked about their child's starting points, interests and individual needs. This ensures that the childminder is aware of their individual development and care needs and can provide tailored experiences that meet these needs. As the placement continues, parents are encouraged to share details of what their child does at home. This helps the childminder plan for children's next steps in their learning and development. However, the childminder does not always share information with parents about children's activities to enable them to fully extend their learning at home.

The childminder uses her good knowledge of child development to effectively promote children's good progress in all areas of learning. For example, children are able to experience the feel and texture of play dough. As the children play, she engages in conversations with the children to encourage their emerging communication and language development. She also reads books with the children, which increases children's language skills as she encourages them to point out different objects in the illustrations. The childminder effectively promotes children's understanding of the world as the childminder takes the children for walks. During these walks children are able to see squirrels and feed the ducks.

The childminder plans regular opportunities for outside play so children can develop their physical skills using different types of equipment. For example, at parks children can climb on climbing frame and enjoy playing on slides and swings. During trips to childminding groups children can ride on tricycles and sit and ride toys. The quality of teaching is good and this is because the childminder provides interesting and challenging experiences that meets the needs of the children in her care. As children are engaged in activities she talks to the children about what they are doing. She allows them time to respond which builds their confidence and self esteem. These skills support children for their future move to other settings.

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

An inviting, secure and welcoming environment and the childminder's warm and nurturing approach, enables children to form good emotional attachments. Children play happily and move around her home confidently showing they are clearly comfortable and content. As a result, of efficient settling-in arrangements, young children build special relationships with the childminder. Children behave well because they follow the good example set by the childminder. This supports children as they develop a good awareness of managing their own behaviour.

The childminder carries out thorough risk assessments throughout her home and for outings to help keep children safe. Children are starting to gain an understanding of how to keep themselves safe. The childminder has devised an emergency evacuation procedure, which she practises with the children, so children learn how to leave her home quickly and safely. The childminder fosters children's all round good health effectively. The childminder provides children with healthy meals and snacks, which supports their well-being and good health. She has devised menus and prepares healthy home cooked meals and snacks consisting of fruits. Children are learning good hygiene practices as they wash their hands before eating their meals and snacks.

The childminder's first aid certificate is up-to -date. This enables her to care for children in an emergency situation. The childminder's home is organised for the children's benefit and they can easily help themselves to the toys and resources. Children receive lots of attention and equal chances to enjoy the activities and experiences provided. The childminder provides resources that help children learn about their own and other cultures. Children are able to look at books, which show families like their own and those families with diverse lifestyles. Children are also able to play with small world figures, dolls, and dress up in clothes from different cultures.

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

The childminder has a good understanding of the learning and development and welfare requirements. She gains information from parents when children first start in her care and

observes the children as they play. She keeps observations of the children and she plans for children's next steps by providing challenging activities. This helps children to move onto the next stage in their learning.

The childminder clearly understands her responsibilities to safeguard the children. She knows what to do and who to contact if she has any concerns about the children in her care. She completes thorough risk assessments so that children are safe when at home and on outings. These elements help to ensure children's safety. The childminder demonstrates a good awareness of the need to maintain continuous improvement to her service. She has only recently started to care for children, however she is aware of the need to evaluate her service with a view to improving outcomes for children.

The childminder is aware of the need to carry out a progress check on children between the ages of two and three years. She arranged to attend a course to increase her knowledge and how to use this information to support children's learning. The childminder has developed a good working relationship with parents. She finds out about children's individual needs before they start in her care. The childminder communicates with parents on a daily basis to keep them informed about their children's time with her. Overall, children make good progress in relation to their starting points. The childminder plans a good range of activities and experiences and prepares children well for the next stage in their learning and development.

The Childcare Register

The requirements for the compulsory 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	EY461867
Local authority	Wandsworth
Inspection number	927917
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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