

Inspection date

Previous inspection date

24/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder provides a warm child-centered welcoming home environment with a wide variety of resources and play experiences that help children to make suitable progress in their learning and development.
- The childminder enables children to establish strong attachments with her, which promotes their sense of belonging and security. Consequently, the children are happy and settled in her care.
- Children's language and communication skills are a prime focus in the setting and encouraged daily through ongoing conversation and the introduction of new vocabulary during play.
- The childminder demonstrates a sound understanding of risk assessments and takes appropriate steps to minimise risks both in the indoor and outdoor environment.

It is not yet good because

- The childminder has only just begun to gain information from parents about children's abilities when they start and her system for observing children are in the early stages so they do not provide a clear picture of children's progress.
- The childminder does not meet the welfare requirements regarding obtaining parents written consent for outings and not all the required documentation is available for inspection.
- The childminder does not yet contribute to her co-childminder's self-evaluation to help

drive improvement.

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 in-depth discussions with the childminder relating to her knowledge and understanding of safeguarding and welfare, learning and development requirements.
- The inspector looked at all areas of the premises that are used for childminding, which included the safety in all rooms.
- The inspector observed childcare practice and activities provided for children on the day.
- The inspector sampled documentation that included policies procedures and written observations.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 2013. She works with another childminder in Twickenham, located in the London Borough of Richmond upon Thames. All areas on the ground floor are used for childminding purposes. Children have access to a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care from Monday to Friday all year round. The childminder is currently minding three children, all of whom are in the early year's age group and attend on a part time basis. The provider works Monday to Thursday term time only. When working together with her co-minder they have a total of seven children on roll.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain parents' and/or carers' written permission to take children on outings
- ensure records relating to household members Disclosure and Barring Service checks, vehicle insurance and previous attendance registers are available for inspection
- contribute to established systems for evaluating the quality of the provision to improve outcomes for children.

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

- improve the consistency of the observations to include the focused learning areas
- encourage all parents to contribute to an initial assessment of their child before or at the start of the placement in order to have full knowledge about children's achievements and build on what they already know.

Inspection judgements

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

The childminder offers a warm child centered environment. Children enjoy a wide range of activities which holds their interest and supports their learning. She takes account of their individual interests and needs by ensuring children are able to choose their favorite toys and activities. The childminder provides a good balance of adult-led and child-initiated play opportunities. She has an effective understanding of how to promote children's learning and development. The childminder obtains a range of information about children's background, needs and starting points at the beginning of the placement. This enables her to provide effective care when children start. However, she does not ensure consistency by obtaining this from all parents. The childminder has begun to complete both written and photographic observations and assessments on children's development. However, these are in the early stages and she is not consistent in linking them to areas of learning, to support her in identifying potential gaps in children's learning. She uses her observations and assessments well to identify what they need to learn next. These effectively inform planning and are shared with parents to allow them to continue and build on children's learning at home. Consequently children are making good progress in their learning. The childminder is aware of the need to complete the progress check for children aged two and share it with parents.

Children's communication and language is developing well as the childminder engages them in purposeful conversation throughout the day. She gives a running commentary explaining what they are doing, naming colours and shapes as they play. This helps children to become skillful communicators. She also listens and responds to their early communication as they babble to her. She follows their lead as they select books and she shows genuine interest in their choices. This helps to promote children's love of books and encourages an interest reading. There are opportunities for children to develop an understanding of colour, shape, counting and numbers. For example, the childminder encourages their mathematical understanding as she names the shapes as children use shape sorters. There are also numbers displayed in the playrooms. This prepares children well for their eventual move to school. Children's creative arts and design skills are fostered effectively. This is evident in children's learning folders, journals, photographs and the artwork displayed. Children use a range of resources such as glue and paint to create a variety of artwork that is shared with parents. The childminder teaches children to understand the world around them as they take part in regular outings into their local community. For example, children visit local park to feed and look at the ducks. They also visit the local urban farm where they gain opportunities to pet and feed the various animals. This helps to broaden their awareness of the world and to develop the skills they will need in their future learning. The childminder encourages children's understanding of people and communities effectively as they have access to a wide selection of equipment that reflects diversity. For example, children use dolls, books and play people reflecting positive images of culture, religion, languages, race and special educational needs and physical disabilities.

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

Children feel secure and safe with the childminder. She promotes their personal, social and emotional development well. This helps them to be emotionally ready for their next

stage of learning. They share affectionate interactions with her and move around confidently in the home using toys of their choice. The children have access to a wide range of resources that are stored in open front storage units. This promotes children's independence and encourages them to choose equipment. Toys and books are of a good quality and the home is clean and maintained appropriately.

Children have access to ample play space where they can rest, play and move around freely. Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures and practices, which meet their physical, nutritional and healthcare needs. Children develop a range of physical skills and obtain fresh air when they access the garden and visit the local parks. They learn to develop healthy eating habits as they are provided with a varied range of nutritious snacks, meals and drinks daily. Children have regular access to their individual drinks cups, so they do not become thirsty.

The home is safe and secure as the childminder completes daily checks and regular risk assessments. The childminder along with her co-minder gives appropriate priority to children's safety. Children are kept safe as they practise the emergency evacuation drill. This allows them to learn about what to do in an event of an emergency. The childminder also teaches the children about road safety and stranger danger. This enables them to learn how to keep themselves safe and develop skills to support their eventual move to other early years settings. Children behave well and the childminder uses effective strategies to help them learn right from wrong. She encourages good behaviour through using continuous praise. This helps children to develop their confidence and self-esteem.

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

The childminder's knowledge and understanding of her responsibilities in meeting the learning and development requirement is good. As a result children's learning and development is progressing well. However, the childminder is less secure in her knowledge of the safeguarding and welfare requirements. She has a suitable understanding of the child protection and has recently completed training to up her knowledge. The childminder has an understanding of the signs that indicate a child may be at risk of harm and has a clear safeguarding procedure to follow. She is aware of her responsibility to notify Ofsted of significant events. During the inspection some required documentation was unavailable for inspection, such as written parental consent for outings, vehicle insurance, Disclosure and Barring Service checks for household members and registers. These weaknesses have no direct impact on children's well-being. However, it does compromise how effectively the childminder is able to support children's safety and means she does not fully meet all the safeguarding and welfare requirements.

The childminder has yet to contribute to existing self-evaluation that the co-childminder has in place. This does not enable her to identify and priorities targets for improvement. Since registration she has completed one additional training course, which demonstrates the childminder's commitment for continuous improvement. The childminder encourages

parents' comments through the daily journals to document children's achievements at home. This shared information helps her to support children's overall learning. Overall, there are appropriate partnerships in place with parents and to ensure children receive the support and care they need. All parents view the childminder's policies and procedures and they sign to confirm that they have read and understood them. This develops parents' understanding of the childminder's role and the service that she provides. Although no children currently attend other settings or receive support from other agencies, the childminder is aware of the need to liaise with them when this occurs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and retain for a period of two years a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep and retain for a period of two years a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	EY464649
Local authority	Richmond upon Thames
Inspection number	931073
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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