

Inspection date

Previous inspection date

11/03/2014

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 and her assistant interact very well with the children, they give them good attention and support, and as a result, children are happy and show contentment.
- Teaching is good because the childminder knows how to promote children's learning. As a result, children are making good progress based on their starting points and capabilities.
- Children enjoy a wide range of interesting and challenging activities which help to support their learning and development.
- Children enjoy a variety of home-made meals that are well-balanced and nutritious which helps them to develop good eating habits.
- Self-evaluation is effective. It is used to monitor the educational programme and identify areas for development and target future improvement.

It is not yet outstanding because

- Partnership with parents is not fully developed to encourage parents to contribute to their child's on-going learning between the setting and 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 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 children in the living room where they spent most of their time.
- The inspector spoke to the provider and her assistant at appropriate times during the day.
- The inspector looked at the children's learning journeys, policies and procedures and children's records.
- The inspector inspected the rooms used by the children.

Inspector

Mauvene Burke

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 with her husband and her young daughter, in the London Borough of Wandsworth, close to shops, schools, parks and public transport links. The childminder's husband works as her assistant. Childminding takes place on the second level of the childminder's home. Children have access to the living room and the master bedroom, where they sleep.

The childminder operates all year round from 8am to 6pm Monday to Friday. There are currently three children on roll in the early year's age range, all of whom attend on a part-time basis. The childminder has attended a childminding registration course, first aid and safeguarding courses.

What the setting needs to do to improve further

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

- extend information shared with parents by sharing plans and activities in order for parents to contribute to their children's ongoing learning and development in the setting and at home

Inspection judgements

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

Children's learning and development is promoted well because the childminder understands how they learn through play and provides first hand experiences. Information received from parents at the start of the placement, forms the basis of the childminder's knowledge of what children know and can do. She consistently observes and records the progress that children make which enables her to make accurate assessments for children's next steps in their learning and development. The childminder and her assistant know the children well and plan activities around their interests. For example, the childminder recently discovered that a number of the children learn in a particular way and she has taken positive steps to support this. There is a good balance of child-initiated and adult-led play. The childminder prepares children effectively for the next stage in their learning. For example, she takes them to a selection of venues where they learn how to be part of a large group. Therefore, children learn to engage with others outside the setting and to develop confidence in new environments. Consequently, this helps them prepare for the move to pre-school or school.

The childminder speaks constantly to children and gives them a running commentary of what they are doing. This helps to increase children's listening skills and develop their

understanding. This shows the childminder is skilled in promoting language development and enables children to become confident and effective communicators. Children enjoy nursery rhymes and can be heard singing songs spontaneously, such as Old McDonald. The childminder and her assistant use these moments to remind children of the sounds animals make. Children then transfer this acquired knowledge when pointing to the animals in the book they have chosen and make the sounds associated with the animals. Children explore their senses through many activities, such as painting. They use different sized paintbrushes and sponges which are formed in different shapes and numerals. Consequently, this helps children develop their early skills in mark making. The childminder teaches children skilfully. She repeats the colours of the paints children use. Consequently, they learn their names and choose which colour to paint their picture. The childminder follows children's lead if they want to extend their play, such as removing their socks to make foot prints using paint. The childminder happily assists children in this by holding them steadily in the paint tray. Babies who have recently started to walk continue to use push along toys, which helps to strengthen the muscles in their legs. Children become familiar with books as they select a favourite one. They take it to the childminder or her assistant and cuddle up close for a story. They enjoy listening to music and playing musical instruments. The childminder has encouraged this through purchasing musical instruments and music that represents different cultures around the world. This helps children become aware of differences in culture. Children's learning is extended further as they meet other children at the different groups they attend. This helps to build their confidence in meeting different people and enhances their social skills even further.

The childminder is aware of the need to complete the progress check at age two, where appropriate and the importance of sharing this with parents. However, while discussions take place, the opportunity to involve parents in contributing to their child's learning in the setting and to share their child's learning at home is not fully developed. As a result, children do not always benefit from a consistent approach to their learning and development.

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

The childminder has an established settling-in procedure in place which supports children in settling quickly and smoothly into the setting. As a result, children are confident and self-assured in communicating their needs, and show a strong sense of belonging. This is due to the positive relationships they have with the childminder and her assistant and the strong levels of positive attention they receive from them. Parents contribute information about their child's care and learning needs on entry to the setting. This enables children's individual needs to be met straight away. This supports their emotional well-being and confidence for the next stage in their learning.

Storage boxes filled with resources are stored at the children's height. This enables children to select additional resources freely to support or extend their learning opportunities and develop their independence. Very young children are happy to just pull out the drawers, empty the contents and fill the drawers back up again.

The childminder is a good role model, gently reminding children during their play to be kind to each other and share resources. As a result, children quickly become aware of right and wrong, knowing what they can and cannot do, while taking on board the feelings of others. For example, children are seen gently stroking each other's hands. Children are learning to keep themselves and others safe through imitating the childminder and her assistant, for example, picking up toys on the floor and putting them away in their boxes. Children have opportunities to take sensible risks under supervision as they climb the three steps that take them up to the next level in the home.

The childminder's assistant is responsible for preparing the healthy meals and snacks for children. Menus are varied and children relish the wonderful aroma of the meals as they are being prepared. They wait patiently at the safety gate for the assistant to bring in their lunches. The assistant has recently completed a food hygiene course and ensures that foods are stored and prepared hygienically. Thorough hygiene routines help children to understand the importance of keeping themselves clean. For example, children wash their hands before snack and mealtimes and use aprons for messy play, such as painting. The childminder promotes children's independence well as she encourages them to feed themselves. Children take part in physical exercise and enjoy fresh air as they are taken out daily to toddler groups where they engage in climbing a simulated hill and crawl through tunnels. This increases their understanding of the importance of exercise and helps to improve their skills in coordination, control and movement.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms that would alert her to any child protection issues. She has ensured that her assistant is aware of all her setting's policies and procedures and has arranged for him to attend first aid and safeguarding training. This supports their professional development. Consequently, the childminder is able to ensure that adults who care for children understand their roles and responsibilities. The childminder and her assistant demonstrate a commitment to supporting children and complement each other in their work and the children have a good relationships with both of them. Written risk assessments are in place, which clearly demonstrate how the childminder addresses any potential hazards. Consequently, children's safety is promoted at all times.

The childminder has a good understanding of the learning and development requirements. She provides stimulating and age appropriate activities for the children attending. She monitors the educational programme to ensure that she covers all the areas of learning for each child. This enables the childminder to consistently meet the needs of individual children. The childminder takes effective steps to evaluate the provision through attending training and seeking the views of parents. She has identified plans for the future to bring about further improvement to the provision and outcomes for children.

The childminder has established positive relationship with parents which helps her ensure each child's needs are met. The childminder asks parents for their views and ensures that these are respected and taken on board. There are clear and accessible channels for two-way communication between the parents and the childminder. For example, through a secure on-line website, e-mail, daily diary and a newsletter. The childminder is currently developing links with other settings which children attend.

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	EY462848
Local authority	Wandsworth
Inspection number	934944
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

