

Inspection date

28/04/2014

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's communication and language skills are well supported because the childminder interacts and engages with them during activities and everyday routines.
- Observation and assessment of the children is organised well and the childminder ensures that parents are kept updated about their child's progress.
- Children are happy and demonstrate high levels of confidence because of the warm and nurturing family environment that they are cared in. As a result, children have a strong sense of well-being.
- The childminder has good knowledge of how to safeguard children and where to seek advice if needed.

It is not yet outstanding because

- Children do not always have opportunities to develop their independence with regards to initiating their own play and learning. This is because the childminder tends to lead their play.
- The childminder's use of self-evaluation is in its early stage and so not yet fully effective in identifying areas for future improvements.

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 the interaction between the childminder and the children in the living room and in the garden.
- The inspector spoke to the childminder 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.
- The inspector looked at and discussed the childminder's self-evaluation process.

Inspector

Mauvene Burke

Full report

Information about the setting

The childminder registered in 2013. She lives with her four young children on a large estate in Clapham Junction, located in the London Borough of Wandsworth, close to shops, parks and transport links. All areas of the home are available for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There is currently one child on roll in the early year's age range. The childminder has attended a childminding registration course, first aid and safeguarding courses. The childminder operates all year round from 8am to 6pm Monday to Friday.

What the setting needs to do to improve further

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

- strengthen children's independence in helping them make more regular decisions about initiating their own play and learning and the freedom to become deeply involved in their activity
- strengthen the use of self-evaluation to reflect on practice, identify and target all areas for future development and how these will be achieved.

Inspection judgements

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

Children enjoy their time in this 'home from home' environment. They move around with confidence around the designated play areas. The childminder provides a broad range of resources that children can choose for themselves, which enables them to be independent. Children thoroughly enjoy their play and actively explore their surroundings with curiosity and interest. The childminder ensures the children have plenty of opportunities to spend time in the garden where they plant seeds and enjoy daily outings, like trips to museums, the farm, and the beach and to local toddlers' 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. In addition to this, they learn about animals, plants and the natural environment, which helps develop their understanding of the world. The childminder carries out detailed observations and assessments on the children in her care and as a result, planning is focused and targets children's next steps. Resources are good and fit for purpose and support children's learning. These are stored in low-level boxes, enabling children of all ages and abilities to make informed choices with regard to their play and develop their

independence. Nonetheless, there are not enough opportunities for children to engage in activities that have been initiated by themselves as the childminder tends to lead much of their play restricting children's spontaneity.

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 that the childminder is skilled in promoting language development and enabling children to become confident and effective communicators. Children are involved with baking activities where they make cheese scones. Their small muscle skills are encouraged as they handle various size cutters, and shapes. They are engaged in actively involved in putting the ingredients together and mixing them while the childminder brings to their attention how the mixture is changing. Children are very well prepared for the next stage in their learning as the childminder takes many opportunities to help them to count and recognise numbers. For example, young children become familiar with numbers as the childminder counts the steps as they go upstairs and count the spoonfuls of flour they are putting into the scone mix. Children's larger motor skills are promoted as the childminder provides them with opportunities to climb and jump. The childminder provides children with different media and materials for them to explore texture. For example, she has play dough, sand, paint and other messy play items for them to play with.

The childminder is aware of the need to complete the progress check for children aged two and the importance of sharing this with parents. 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 in place as there is a good two-way flow of communication. As a result, children benefit from a consistent approach to their learning and development.

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

Children show high levels of confidence, are 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 the strong levels of positive attention they receive from her. 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.

Children's behaviour is good. The childminder is a very good role model and encourages children to share toys and take turns in play. She is consistent when managing children's behaviour, which enables children to understand what she expects from them. Children's confidence and self-esteem continually grows through the praise and encouragement they receive. This encourages children to feel good about what they do. Children's social skills continually develop as they regularly meet with other children at the various groups they attend which offer new challenges and experiences. This successfully helps prepare young children for the move to pre-school.

Children benefit from plenty of fresh air each day and spend a good amount of time

outdoors. They enjoy visiting local parks which provide a wide variety of large equipment. This is further encouraged as the childminder has many resources in her garden, such as wheeled toys, a sand tray, trampoline and climbing equipment. This encourages children's all round physical development. Children remain safe as the childminder takes effective steps to maintain a suitable, safe and secure environment for them to play in. Written risk assessments are supported by daily visual checks to ensure children remain safe enabling children to take risks and become confident learners. Children are made fully aware of the procedure to follow in the event of an emergency and regular fire drills take place.

The childminder promotes children's health very well. The provider provides them with homemade meals that are freshly prepared, which are healthy and well balanced. For example, homemade soup and cheese scones which the children helped to prepare. Children are able to make healthy choices as they choose their own fruits and raw vegetables. Children are encouraged to help themselves to their drinks as their drinking beakers are easily accessible to them. Good hygiene routines are encouraged throughout the day and the childminder ensures that children's personal care needs are continually met. The childminder practises hygienic nappy changing procedures and children dry their hands on individual towels to prevent the spread of germs.

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

The childminder demonstrates a very good understanding of her role and responsibility with regard to protecting children in her care from harm and neglect. Children's welfare is safeguarded as she is fully aware of the correct procedures to follow should she have concerns about a child. The childminder shares clear written policies and procedures, which informs parents and carers about her service. All required documentation is maintained, including children's personal details and individual requirements. This enables her to successfully incorporate them into the day. Consequently, children's needs are well known and their safety assured.

The childminder demonstrates a secure understanding of the areas of learning and understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She organises activities to provide children with opportunities to progress their skills within a supportive family environment where children are treated as very much part of her family. The environment is well equipped, welcoming and certainly contributes to children's learning. It successfully reflects most children's backgrounds and the wider community. Ongoing observations of the children enable the childminder to successfully identify any potential gaps in their development and support parents in gaining any early intervention they may need. Although there is evidence that self-evaluation is in place, and the views of parents are valued in this process, this is in the very early stages. The childminder has yet to prioritise this to critically reflect on her practice.

The childminder has established positive relationship with parents, which helps her to meet each child's needs. 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. Parent's comments demonstrate that they are very happy with the care their child receives in this setting and call the setting 'inspiring'. The childminder does not currently care for any children who attend other settings. However, she is fully aware of the importance of liaising with other early years providers to ensure children receive individual support to promote their development. The childminder is also aware of the importance of working closely with other professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY462959
Local authority	Wandsworth
Inspection number	937300
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	2
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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