

Inspection date

Previous inspection date

01/07/2014

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	3
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 has a secure understanding of safeguarding procedures that help ensure that children are protected from harm.
- Parents receive both written and verbal information which keeps them appropriately informed of their child's progress and enables them to continue their child's learning at home.
- Children are provided with healthy options at mealtimes and regularly engage in physical play. This helps to promote their understanding of adopting healthy lifestyles.
- Children play in a safe and secure environment because the childminder routinely checks for potential hazards and implements safety precautions.

It is not yet good because

- Assessments of children's progress are not always accurate. As a result, planned activities and available resources do not always provide sufficient opportunities to help children make the best possible progress.
- Self-evaluation is not established. This means that strengths and weaknesses in practice have not been identified and planning for future improvement not targeted.
- The childminder does not always set clear boundaries that help children understand how their actions affect other people, to fully support their personal, social and emotional development.

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.
- During the inspection, the inspector spoke to the childminder and to the children.
- The inspector looked at documents relating to the setting, including children's records, and policies and procedures.
- The inspector took a tour of the premises and viewed the equipment and resources available to the children.

Inspector

Mauvene Burke

Full report

Information about the setting

The childminder was registered in 2013 and lives with her adult daughter on a large estate in Southfields, located in the London Borough of Wandsworth, close to shops, parks and transport links. All areas of the property, apart from the bedrooms, are used for childminding purposes.

There are currently two children on roll, one of which is in the early years age range. She collects children from local schools. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- improve assessments of children's progress to accurately identify the elopment band in which they are secure and ensure planned activities provide challenge to ensure that the individual needs of children are met regarding their next steps in learning
- improve the programme for personal, social and emotional elopment by providing opportunities for children to understand about boundaries, for example, through discussions or providing books with stories about characters that follow or break rules and the effects their behaviour has on others.

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

- develop methods to monitor practice to clearly identify strengths and any required improvements to tackle areas of weaknesses in order to improve the outcomes for children.

Inspection judgements

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

The childminder has a satisfactory knowledge of the learning and development requirements for the Early Years Foundation Stage. Through initial discussions with parents, the childminder finds out about children's experiences, what they know, like and can do, and incorporates this into children's play. She is aware of each individual child's preference and interests, and provides a range of indoor and outdoor activities to ensure that they remain occupied. The childminder has only been minding for a short while and

has yet to begin using suitable guidance documents to help to use the information gained from observing children's play to plan or ensure that the next steps in their learning are identified. Activities and resources provided do not always extend and challenge the learning of individual children or enable them to move forward in their development across all the seven areas of learning.

Nonetheless, the environment enables children to initiate their own play as they self-select resources from a variety of easily accessible boxes and shelves. Children enjoy playing with play dough and making shapes which the childminder encourages them to count. Children are helped to understand numbers through a range of practical experiences. For example, the childminder supports children in recognising numerals and one-to-one activities extend children's understanding of simple addition and subtraction through the use of building blocks. Children spend a lot of time engaging in physical play in the park or playground. Here they have opportunities to climb, balance, swing and run. This enables children to develop control over their bodies such as their coordination. Children have opportunities to develop their creative skills as they make fans out of felt and paper aeroplanes. The childminder joins children in their play and fosters their language development through conversations.

The childminder has a sound knowledge of promoting equality of opportunity and ensures all children and their families are valued and respected. Children talk about their own backgrounds, differences in appearance and languages and go out on walks in the community. All of this helps to ensure children's appreciation of a diverse society is fostered.

Parents are kept informed, verbally and in writing, of their children's daily events. Observations and photographs of children as they play are shared. The childminder regularly sends samples of the children's artwork home to ensure that parents are involved in their child's learning. Although the childminder has no children where the progress check at age two is relevant, she is aware of the need to share this information with parents, when that time comes. This means the childminder and parents can consistently support children's learning in the setting and at home.

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

The childminder obtains useful information about the children at the start of each new placement. For example, details about care routines and children's likes and dislikes. This helps children to settle quickly into new environments and helps parents feel comfortable leaving their children. Children move freely around the childminder's home and enjoy playing with the resources available, which promotes their confidence and independence. Although overall the childminder is a good role model, treating them with kindness and respect, children are not always supported in learning how to manage their behaviour. They are not always aware of the boundaries or how their actions affect others. This means that their moral behaviour is sometimes poor, and this does not fully promote their personal, social and emotional development.

Children have daily opportunities for fresh air and exercise. For example, they go with the childminder to the local nearby parks and to the play area outside of the flats. Children benefit from homemade healthy meals and snacks and the childminder is aware of children's individual dietary needs and ensures these are met. This helps to ensure they start to develop an awareness of a healthy diet and lifestyle. Children follow appropriate hygiene routines, such as hand washing prior to eating and know that when they come into the childminder's home, they must remove their shoes.

The childminder is vigilant about children's safety and she supervises them well at all times. Children gain a good understanding of how to keep themselves safe as they follow sensible rules for playing safely outdoors. For example, practising regular fire drills to ensure they know what to do in an emergency. All required documentation to promote children's safety and well-being is in place.

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

The childminder demonstrates a satisfactory understanding of most areas of the requirements of the Early Years Foundation Stage. She has a clear understanding of her legal duties and responsibilities to protect children in her care. She demonstrates an awareness of the signs and symptoms that may suggest a child is at risk of harm and the need to report her concerns to the Local Safeguarding Children Board. As a result, children in this setting are suitably safeguarded from further harm or neglect. To support children's welfare and safety, the childminder maintains the security of the premises through suitable methods. For example, she ensures that visitors to her home sign in the visitors' book and are aware of her policy about the use of their mobile phones and cameras while they are in her home. When working with an assistant, the childminder ensures that they are suitable to work with children by ensuring they are known to Ofsted and complete first aid training. In addition to this, she conducts a risk assessment of her premises before children arrive so they can play in a safe environment.

The childminder has a satisfactory understanding of the learning and development requirements and provides some suitable activities to assist in children's learning. However, monitoring of the educational programme or how well children are progressing in their learning is not in place. This means that the childminder has not identified her strengths or weaknesses or areas needed in order to secure future improvements.

The childminder works in partnership with parents and shares information daily about their child's care routines, activities and progress. A number of policies and procedures are made available, and these keep parents informed about the setting. The childminder demonstrates a secure commitment to work in partnership with other professionals. She has established links with the school children attend in order to ensure continuity in children's care and learning.

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	EY465738
Local authority	Wandsworth
Inspection number	961594
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
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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