

Inspection date	17/07/2014
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Children share affectionate and caring interaction with the childminder, which helps them to feel secure and safe in her care and to make sound progress.
- The environment both indoors and outdoors is safely maintained. This helps to ensure children's well-being.
- Children's language and communication skills are promoted well because the childminder supports children in their play, engaging them in conversation and listening to what they have to say.
- The childminder has a range of policies and procedures, which she shares effectively with parents.

It is not yet good because

- The childminder does not hold a valid first aid qualification, which is a breach of requirements.
- The organisation of resources does not encourage children to make their own choices about what they want to play with and develop their own learning.
- The childminder's resources do not positively reflect some aspects of diversity to help children learn about and respect differences.
- The childminder does not involve parents in the evaluation of her practice to help identify priorities for 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 discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed childcare practice and opportunities provided to the minded children that were present.

Inspector

Patricia Edward

Full report

Information about the setting

The childminder registered in 1985. She lives in a first floor maisonette with her husband in Clapham Junction, located in the London Borough of Wandsworth. Areas of the premises used for childminding purposes include the master bedroom, living room, kitchen and bathroom. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll who attend on a full and part-time basis, all of whom are in the early year's age range. The childminder offers care from Monday to Friday all year round.

What the setting needs to do to improve further

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

- complete an appropriate local authority approved paediatric first aid training course
- ensure the educational programme for personal, social and emotional development is improved by organising and storing resources effectively to enable children to choose what they need for their chosen activities.

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

- increase children's understanding of differences in the wider world, for example, by obtaining play resources that reflect positive images of special educational needs and or physical disabilities
- improve monitoring and evaluation systems by incorporating the views of parents and children and prioritising targets for improvement.

Inspection judgements

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

The childminder has an appropriate knowledge of the seven areas of learning. She provides a suitable range of age appropriate activities and experiences for children. As a result, they are interested and keen to learn. They are making satisfactory progress in their learning and development. The childminder completes regular written observations on the children's learning. She has begun to foster a two-way communication with the parents by finding out about children's starting points, through the completion of 'All about

me' forms. The childminder provides a balanced range of adult-led and child-initiated activities to stimulate children's learning throughout the day. The childminder is fully aware of her responsibility to review the progress of children aged between two and three years.

The childminder fosters children's communication and language skills. For example, she provides verbal commentary during activities to encourage children's language development. Children who are developing emerging language skills benefit from this and are becoming confident communicators. The childminder encourages children to develop a love of books and together they visit the local library for story times. Children have ample opportunities to develop their understanding of people and communities. The childminder provides a range of resources and opportunities that provide positive images and experiences of race and culture. These include dolls, books and acknowledging a range of cultural and religious festivals throughout the year. Festivals acknowledged; include Chinese New Year, Ramadan, Diwali and Christmas. However, she lacks equipment that reflects positives images of people with special needs and or physical disabilities to help children to learn and respect difference.

The childminder promotes most aspects of children's personal, social and emotional development. However, she does not enable children to choose their own play resources to improve their independence. The childminder provides a suitable range of activities and experiences to support children in developing the skills necessary for starting school and the next stage in their learning. Children are able to express themselves creatively through a number of activities. For example, they use role-play resources to support their imagination. They enjoy making pretend cups of tea and using the pretend food that they put on plates for the childminder to eat. The childminder also provides children with a range of small-world resources that they handle with enthusiasm. The childminder promotes children's mathematical development suitably. They develop practical problem-solving skills through using puzzles and stacking cups.

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

Children have good relationships with the childminder. They are happy in her care as she is attentive to their needs. As a result, children are confident and relaxed. They approach her independently for hugs and cuddles. The childminder implements suitable settling-in procedures to enable children to settle gradually when they first start. The childminder reminds the children to share and play safely. She also praises their good behaviour throughout the day. This helps the children to develop positive behaviour, good social skills and develop their self-esteem. Consequently, children behave well and understand the childminder's consistent boundaries.

The childminder promotes children's safety appropriately in her home by completing regular visual risk assessments to identify and minimise potential hazards. Safety equipment such as stair gates, fire blankets and smoke alarms enable children to play in safety. The childminder reminds the children of safety issues while they play, such as keeping small bits of equipment away from the younger children. Children regularly

practise fire drills. This allows the children to learn what to do in the event of an emergency.

Children are beginning to understand the importance of being healthy. They benefit from hot meals and nutritious snacks throughout the day. These include fresh fruit and vegetables. This enables children to adopt healthy eating habits from a young age. The childminder provides children with individual cups with water throughout day, which they can reach easily. Children have access to a suitable range of toys the childminder sets up in the living room. A broader range of play equipment is stored in the kitchen in a large toy cupboard. This means that children have few opportunities to make choices about their own play.

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

The childminder has an adequate understanding of the safeguarding and welfare requirements she needs to adhere to as a registered childminder. The childminder has a satisfactory awareness of safeguarding issues. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder checks all aspects of her home before children arrive to ensure it is safe. Children's welfare is further protected because of the childminder's understanding of procedures relating to accidents, medication and sickness. However, the childminder has allowed her first aid certificate to lapse. This is a breach of safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and the related Childcare Register requirements. However, this has limited impact on the children as she verbally demonstrates an adequate knowledge of what to do in the event of an accident. The childminder implements a range of policies and procedures to underpin her service and help to ensure that children are protected while in her care.

The childminder has begun to develop positive relationships with parents and there is a regular exchange of information through daily discussions and access to learning folders. This helps to keep parents informed about their children's learning and development. This also enables parents to reinforce children's learning at home. The childminder the importance of liaising with others involved in children's development should the need arise.

The childminder demonstrates a sound commitment to the continuous improvement of her practice and setting. Since her last inspection, she has improved the organisation and content of her documentation. The childminder has implemented a suitable system for self-evaluation and gains information from parents about children's starting points when they start. She has also developed her understanding of child protection procedures and the progress check for children aged two years. However, the childminder does not routinely encourage parents to contribute their views on her practice to enhance her self-evaluation.

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:

- complete and maintain first aid training (compulsory part of the Childcare Register).
- complete and maintain appropriate first aid training (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	122949
Local authority	Wandsworth
Inspection number	963087
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	13/06/2013
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

