

Inspection date	07/08/2014
Previous inspection date	20/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has strong emotional attachments with children, meaning they are confident and self-assured.
- The childminder enables young children to explore a range of sensory experiences.
- The childminder provides a varied and healthy diet for children, taking account of parents' wishes for children's dietary requirements.
- Partnerships with parents are positive because the childminder involves them in their children's development, which effectively promotes children's learning at home.

It is not yet outstanding because

- The childminder does not always consistently use English to communicate with the children in their play and learning, to increase their understanding of spoken sentences and gain a wider vocabulary.

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's play indoors and outside.
- The inspector observed snack time and children's developing self-help skills.
- The inspector viewed children's developmental records, including the progress check for two- year-old children.
The inspector sampled a range of documentation including the safeguarding policy,
■ complaints policy, risk assessments, attendance records, fire drills, accident records and signed permissions from parents.
- The inspector spoke to parents.

Inspector

Jane Winnan

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. She lives with her two children in the London Borough of Wandsworth, close to parks, schools, and public transport links. The childminder's home is a ground floor flat, within a terrace house. All areas of the home are available for childminding. There are currently two early years age children on roll. The childminder takes children to the local parks, library and attends children's groups. She also takes and collects children from the local nursery school. The childminder is open Monday to Friday, from 8am to 6pm all year round.

What the setting needs to do to improve further

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

- extend children's language development further, especially those who learn English as an additional language, so they hear a wider range of vocabulary and sentences in English during their play.

Inspection judgements

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

The childminder has a strong knowledge of the Early Years Foundation Stage. She uses this effectively to observe, assess and plan for children's learning and development. The childminder has a good understanding how children learn, which ensures children make good progress from their starting points. She uses a diary to record the daily interactions and observations relating to children's progress. This keeps parents up-to-date about their children's next steps in learning and encourages them to share their observations of their children's development at home. The childminder is effective in knowing what children do well and where to target future support. This helps her with planning and topic work to provide appropriate challenges. She uses photographs in the children's learning journals to show the wide range of activities children experience across the seven areas of learning. The childminder writes regular summaries of children's development. She uses these ongoing assessments of children's learning to complete a progress check for two-year-olds. The childminder shares this with parents and the health visitor to help identify if children are progressing towards their expected levels of development.

The childminder tracks children's progress well to identify gaps in children's learning. For children whose first language is not English, the childminder takes positive steps to develop and use their home language in their play and learning, supporting their language development at home. She uses a variety of communication strategies; collecting key words from parents, looking at books in other languages, visual aids and sings songs and

rhymes in children's home language. The childminder speaks Slovakian and uses her home language regularly when speaking to children. This helps children develop a broader knowledge of other languages as their own language skills increase. However, the childminder does not always consistently repeat words and sentences in English so children develop a wider range of vocabulary and hear spoken sentences in English. Since the last inspection, the childminder has improved her multi-cultural resources to support children to have a positive identity of themselves. She celebrates different religious festivals with children, for example Chinese New Year and Eid. This means children develop respect and understanding of different beliefs and cultures.

The childminder plans a balance of child-led and adult focused activities indoors and outside, to meet the individual needs, interests and stage of development of all children. For example, she responded to children's emerging interests when they got out the play food. She extended their play by adding cups, saucers and plates to have a tea party. This supported children to take on different roles and develop their imagination. The childminder fetched some saucepans and wooden spoons from the kitchen and put wooden clothes pegs in them. She encouraged children to count the pegs and asked open questions, for example, 'how many have you got'. The childminder sung a number rhyme, promoting children's mathematical development further. Children pressed the buttons on a programmable car, making it move along the floor, showing an interest in cause and effect action toys, investigating what things do. Children used books independently, turning the pages and looking at the pictures. These activities help them to gain the necessary skills needed for the next stage in their learning. The childminder uses a notice board to display children's artwork to value their achievements. Photographs displayed on the wall promote children's memory and recall about past events, and increases their language skills well.

Children enjoy using their senses to explore a range of malleable materials, for example, shaving foam, water and sand. The childminder added food colouring to shaving foam sprayed on to paper plates. The children spent time feeling it with their hands and making handprints on their plate, showing an interest in the marks they left behind. The childminder extended their learning, suggesting they experiment mixing the colours together. She supported children according to their age and stage of development, demonstrating to young children what to do and letting older children explore independently. The childminder encouraged children to blow bubbles outside in the garden with bubble wands and straws, which excited the young children's curiosity. Children enjoyed playing with the water tray and ride on toys in the garden, developing their physical skills. The childminder has collected some apples fallen from a tree in the corner of the garden. Children are able to examine the change to them over a period of time, as the fruit rots down to make compost. This supports children's awareness and understanding of the world around them.

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

The childminder interacts warmly with children and develops positive relationships with them. She makes good use of the space available and children settle quickly in the well-

resourced and welcoming environment. The childminder involves all the children in greeting one another and they sing a welcome song. This means children are beginning to develop confidence in social situations during familiar routines. Children have a period of free-play where they can choose from a wide range of resources that are accessible to them. They choose books and toys from labelled shelves and toy boxes with pictures and print in English and Slovakian. This helps children develop their independence and make choices and decisions about what they want to play with. It also raises their awareness that print carries meaning. There is a cosy corner with soft furnishings for children to rest and read books.

The childminder provides good quality learning experiences for all children to keep them motivated and interested in their play, and as a result, children are well behaved. The childminder supervises children well and encourages them to play and co-operate together. For example, she asks children to share the toys, wipe the table and help tidy away. She reinforces 'thank you' during activities and care routines to help children learn about socially acceptable behaviour when with groups of people. The childminder supports children gain an awareness of their emotions. She asks how they are feeling and asks them to point to a sponge face on the wall in the hall to help them share and express themselves.

The childminder has a written risk assessment policy and carries out risk assessments of her home and when on outings. This enables her to remove or minimise risks to keep children safe. The childminder walks to the local children's centre and other parent and toddler groups, and teaches the children about road safety. She uses a buggy and wrist straps to keep young children safe. The childminder has a written lost child procedure. She keeps a written record of fire drills and shares the evacuation procedure with parents. She has obtained permissions from parents to share information with other professionals about children's learning and development and to use public transport. This means the childminder promotes children's well-being and that children are learning safe practices as part of their daily routine and play activities, enabling them to adapt their behaviour to keep themselves and others safe.

The childminder follows parents' wishes for children's dietary requirements and offers healthy and nutritious home cooked meals. She provides milk, water or tea to drink. The childminder has recently explored healthy eating as a topic, so children can make informed choices about what they eat. She fosters children's independence, encouraging them to help prepare their own snack using a knife to cut up their banana and remove the stalks from the strawberries. The childminder introduces an activity pushing wooden sticks into the ends of grapes. This means children have to think how to approach the task, solve a problem to reach a goal. These activities also teach children to take safe risks. Hygiene routines encourage children to wash their hands before mealtimes and as part of their every day routines.

Children develop an awareness of a healthy lifestyle through lots of outdoor physical play. They visit the local park and play outside in the garden to develop their physical skills and core strength while fostering a sense of fun. The childminder makes good use of the local children's centre so children have opportunities to socialise with other children and

experience a range of different activities.

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

The childminder has a good knowledge of the Early Years Foundation Stage. Successful systems are in place to monitor children's progress towards the early learning goals and to complete the progress check for two-year-old children. This means the childminder is clear about children's achievements and learning needs, and is able to adapt her educational programmes accordingly.

The childminder has a secure understanding about how to keep children safe. She has good knowledge of the Local Safeguarding Children's Board procedures to help her protect children should she have any child protection concerns. She has a set of written policies and procedures that she shares with parents so they are aware of her practices when caring for their children. The childminder keeps records of children's attendance and a visitor's book to protect children's well-being. She carries out risk assessments of the home, garden and on outings. The childminder has a current first aid certificate to support her in managing any minor accidents children have.

The childminder works in partnership with parents well. She writes daily diaries and shares children's learning journals with them so they are part of their children's learning. Parents comment that they like the opportunity to share their views about their children's learning and development, and they value being able to stay with their children until they have settled.

The childminder uses written self-evaluation well to reflect on her practice. She asks parents for their feedback and uses evaluation forms to ensure planned improvements target key areas of weakness effectively. The childminder uses her observations of children to listen to their views about the activities and experiences provided. She also seeks support from the local authority who share areas for improvement. The childminder demonstrates a strong commitment to continually improve. She attends training for her own continuous professional development and is currently undertaking a level 2 qualification in childcare.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY455259
Local authority	Wandsworth
Inspection number	963519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	20/08/2013
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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