

## Inspection date

Previous inspection date

27/08/2014

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 develops strong relationships with the children by getting to know their individual needs and interests. This supports their personal, social and emotional development well.
- The childminder supports children's communication and language skills by providing a range of interesting and motivating resources which stimulate their imaginations.
- There is a good mix of adult-led and child-initiated play experiences available for all children in an inclusive environment.
- Good communication and partnerships are established with parents which provides a consistent approach to meeting children's needs.

### It is not yet outstanding because

- The childminder has not fully established opportunities for children to learn about different cultures and diversity to increase their understanding of the world.

## 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 spent the majority of the inspection time observing the childminder and his co-childminder interacting with the children.
- The inspector sampled a range of documentation including the childminder's policies and procedures and self-evaluation form.
- The inspector engaged in discussion with the childminder about children's progress and sampled children's development records.
- The inspector took into account the views of parents from questionnaires they have completed.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

The childminder registered in 2014. He lives with his wife and adult son in the London Borough of Wandsworth. The childminder's wife is also a registered childminder. Both childminders share equal responsibility for the business although the childminder currently takes the lead on the childminding contracts, policies and procedures and the management of the premises.

The whole of the ground floor of the childminders' house is used for childminding and there is an enclosed garden for outdoor play. There are currently six children on roll in the early years age range. The children attend on a full or part-time basis. 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 further improve the quality of the early years provision the provider should:

- further develop the range of activities and resources for children to develop an understanding of different cultures and diversity in the social world around them.

## Inspection judgements

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

Children are happy and play well together in this warm and friendly setting. The childminder supports children to feel safe and secure by talking and listening to them at their level. He has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder provides a good mix of adult-led and child-initiated activities ensuring children remain interested and motivated to learn. As a result the children make strong progress in all areas of learning.

The childminder offers a good range of activities and resources to support all areas of learning indoors and outdoors to challenge children by following their interests. Children choose from a range of activities which supports their confidence and helps them to become independent learners. Resources are available for children to become familiar with differences in society and to celebrate cultures. However, the childminder has not included regular opportunities within his planning to develop and extend children's learning in this area to help them learn more about the world around them.

The childminder talks to parents about children's starting points and uses this information along with observations to plan activities to challenge children and support their next stage of learning. He shares this information regularly with parents and completes daily

diaries as well as development records to show parents how well their child is progressing. The childminder works in partnership with parents to support children's home learning. He provides support and advice to parents to enable them to continue to support and extend their child's development at home. This contributes to good outcomes for children.

The childminder engaged with children positively during activities and play. He has high expectations of children and used their interests to motivate and extend their learning. Consequently, children make good progress overall in the setting. The childminder supported children's communication and language development by using a range of open and closed questioning to make children think for themselves. Children played with an airport small world play set and learnt about the vehicles and equipment at the airport. They learnt about rescue vehicles, scanners and metal detectors as the childminder introduced new words with children in a purposeful way to extend their learning. The childminder encouraged children to think for themselves about how things work and what they might be used for. For example, he asked children why there might be an ambulance at the airport and what sorts of metal equipment the police might be looking out for in the scanner. They talked about who might have radio equipment at the airport and what it is used for. The childminder extends children's imaginations as he offers additional resources to continue play. He is enthusiastic and responds to children's questions so that they are keen to learn more.

Babies explore the environment, which is bright and stimulating to capture their attention and interest. The childminder offers a range of equipment to support their physical development and the younger children crawled, shuffled, pulled themselves up and started to build confidence in walking around the room. Children were encouraged to do things for themselves so they gain independence and self-confidence. The childminder sat back providing support as children climbed on to small giraffe gym equipment.

Babies benefited from time and opportunities to build friendships and play together. They smiled and interacted with each other while playing in a ball pit. They learnt about the colour of the balls and giggled and threw them at each other. They started to take an interest in each other which supports their personal, social and emotional development.

Children have lots of opportunities for outdoor play. The childminder takes children on outings to local parks, the library and local children's centre as well as to water play areas where children develop confidence in the water. The children have daily opportunities to play outside in the enclosed garden. Children chose to play outdoors in the wooden playhouse where they learnt about healthy eating and discussed children with allergies. They learnt about what constitutes dairy food. They ran around, played in cars, pulled themselves up, crawled and balanced on seesaws to practise a range of physical skills.

Partnership with parents is good. Parents made positive comments about how their children make good progress with the childminder. They comment that they are happy with the support he gives to their child's care and development. The childminder supports children to build skills so that they are ready for the next stage of their learning. Children are encouraged to wash their hands themselves before meal times and after using the toilet. The childminder encourages children to put on their own coat and shoes before going outside and plans activities that engage and motivate children so that they learn to

sit, listen and concentrate ready for school.

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

Children settle well in this warm, bright and welcoming environment. This is because the childminder takes the time to talk to parents and learn about children's individual needs and interests. Consequently children develop strong bonds with the childminder as he knows them well and successfully meets their needs.

Children of different ages and abilities played together well. They joined in happily with the activities provided and the childminder praised them for all of their achievements which supported their confidence and self-esteem. Children make positive relationships with the childminder as well as other children in the setting. They moved freely and confidently around the setting and clearly felt safe in the well-resourced environment. There is a good range of age-related resources accessible to children to promote all areas of learning of the educational programmes.

The childminder helps children learn positive ways to behave. He talks to children all the time about being kind to each other. He encourages children and reminds them that 'sharing is caring'. The childminder provided lots of opportunities for children to develop personally, socially and emotionally as he reminded them about good behaviour and used lots of positive language. Consequently children behave well in the setting.

Children are encouraged to follow good hygiene routines and engage in hand washing to promote their good health. The childminder liaises with parents to find out about children's routines and preferences when they start in the setting to enable him to meet their needs fully. Care routines and nappy changing are managed sensitively and children are encouraged to be independent when using the toilet. They learn to brush their own teeth after lunch. Children sleep in travel cots and settle well in the cosy relaxed environment.

The childminder promotes healthy lifestyles by providing lots of opportunities for children to play outdoors for fresh air and exercise. Children go outside when they choose to do so and are encouraged to explore the environment. Children run around and babies crawl, pull themselves up on equipment and learn to balance on seesaws.

The childminder talks to children about healthy foods and works in partnership with parents to encourage healthy eating. Children develop their independence as they are encouraged to use their cutlery at mealtimes. The childminder reminds them of good manners and children are encouraged to eat slowly to prevent accidents. The childminder provides healthy snacks and drinks at mealtimes and they are a sociable occasion where children sit together and build friendships.

The childminder has a good range of policies and procedures in place to support children's well-being. Information in settling-in records as well as child record forms ensures that the childminder is aware of and meets children's individual needs. The childminder records

effectively the details of children with allergies. The practice in the setting re-enforces this as well as details of children's and families' cultural food preferences. Parents complete permissions forms so that the childminder cares for their children in line with their wishes. Accidents and the administration of medication are well documented. The childminder holds a first-aid certificate to help him to ensure that he deals with accidents appropriately.

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

The childminder has a good understanding of his responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. He has a good understanding of safeguarding issues and has an effective policy in place to ensure that he is able to respond appropriately to any concerns. He attends safeguarding training and is aware of the procedures to follow if he has concerns about the behaviour of any of the adults on the premises. All of the adults on the premises have undergone suitability checks. These measures all contribute to children's safety and welfare. The childminder ensures that all documentation is in place to enable him to support children's safety and well-being. Attendance registers are well maintained as well as children's personal details with information on parental responsibility. The premises are safe, secure and hygienic to use and risk assessments are in place to cover the premises as well as for outings. The childminder makes his broad range of written policies and procedures available to parents so they are clear about his provision and how he cares for their children.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. He works with parents to get to know individual children's interests and plans activities and resources to support their next stage of learning. The childminder understands the requirement to complete written progress checks for children when they reach the age of two. In addition he monitors the children's development to make sure they are making good progress. He shares daily diaries and records of children's progress with parents to enable them to further support children's learning at home.

The childminder is ambitious about improving provision and practice and aims to provide a highly effective service to support children and families. He works with his co-childminder and evaluates and monitors the level care and learning that he provides for children. He takes into account the views of children by observing them and talking to them to see what activities worked well and which were not as successful. He considers the views of parents verbally and from questionnaires and uses advice that is provided by the local authority advisor. He is keen to develop his skills and knowledge and attends training to support this to improve his provision and the outcomes for children.

### **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

<b>Unique reference number</b>	EY472095
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	960764
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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