

<b>Inspection date</b>	07/11/2014
Previous inspection date	08/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 promotes children's language skills well. She engages children in conversations, which develops their vocabulary and communication skills.
- The childminder has formed good partnerships with parents, which provides consistency in children's learning and care.
- The childminder promotes children's good health effectively. Children have regular opportunities to go on walks, play in parks and practise their physical skills on the equipment in the parks.

### **It is not yet outstanding because**

- Children have fewer opportunities to see words and numbers in their play environment to enhance their awareness that print carries meaning.
- Children are not always encouraged to develop their self-care skills.

## 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 children as they played in the living room.
- The inspector held discussions with the childminder, and spoke to the children at appropriate times during the inspection.
- The inspector viewed questionnaires completed by parents.
- The inspector looked at children's records, policies and parental consents.

## Inspector

Angela Ramsey

## Full report

### Information about the setting

The childminder registered in 1991. She lives with her husband and their two adult daughters in the London Borough of Wandsworth. Children use the ground floor of the home consisting of a kitchen/diner and rear reception. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two children in the early years age range on roll.

### What the setting needs to do to improve further

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

- provide further opportunities for children to see, and take note of numerals and letters to promote their early mathematical and literacy skills
- provide further opportunities for each child to develop their independence and self-care skills.

### Inspection judgements

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

The childminder demonstrates a good understanding of how children learn through play. She provides a good range of interesting play activities and experiences which promote children's learning and development. At the beginning of the placement the childminder has discussions with parents. She asks them about their children's current development individual needs and interests. The childminder uses this information efficiently to provide tailored learning experiences that meet children's individual needs.

The childminder has completed the progress check for two-year-old children and shared a summary of this appropriately with parents. This helps them understand how their child is developing. The childminder uses her good knowledge of child development to effectively promote children's good progress in all areas of learning. For example, as the children play, she engages in meaningful conversations with them. She asks interesting questions to develop children's vocabulary and challenge their thinking. She also reads and shares picture books with children. Children enjoy naming the objects in the illustrations. The childminder has some alphabet and number posters displayed. However, these are positioned out of children's view. Consequently, there are fewer opportunities for children to see and take note of letters and numbers in the setting to further enhance their mathematical and literacy skills.

The childminder has established a successful working relationship with the staff of other early years settings that children also attend. She has discussions with staff about care routines and the children's well-being. She also finds out about projects and themes, and asks about their learning and development. This ensures that assessments and future planning are co-ordinated for each minded child to promote a consistent approach to their learning.

Children enjoy taking part in activities that promote their physical development well. During visits to parks children are able to climb and balance and play on slides and swings. This provides children with the opportunity to practise control and coordination of their bodies. During the inspection, while playing with playdough, children were able to skilfully use utensils such as rolling pins, cutters and scissors. As children explored the texture and feel of playdough, the childminder used this opportunity to introduce mathematical language. For instance the childminder asked children 'have you made a big chapatti or a small one?'

The childminder uses good teaching strategies to motivate children to learn. For example, she teaches children about numbers by singing number songs and rhymes. When building with coloured bricks she asks the children to identify the different colours. She is patient and gives children thinking time and the opportunity to respond. This builds their confidence and self-esteem. These skills support and help children develop for their future learning as they move on to school.

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

The childminder has organised the room where the children play well. Children are able to make their own choices from a varied range of good quality resources. For example, children can choose from books, dolls and puzzles. This helps children to feel in charge of their play and become independent. The childminder regularly rotates her toys and resources so that children experience playing with different toys.

Children settle well and have built good emotional attachments to the childminder. Children readily approach her for support. Children behave well because the childminder teaches the children about the importance of sharing, and considering the needs of others.

The childminder conducts thorough risk assessments for her home, garden and for outings to help keep children safe. Children are starting to gain an understanding of how to keep themselves safe. The childminder has devised an emergency evacuation procedure, which she practises with the children so they learn how to leave her home quickly and safely. Her first-aid certificate is up to date. This enables her to care for children in an emergency.

The childminder understands well how to promote children's health and well-being. She helps children to learn the importance of good hygiene practices. For instance, she assists young children to wash their hands after potty training and before eating. However, she

does not take all opportunities to help young children to develop their self-care skills. For example, at mealtimes children are not always encouraged to feed themselves.

The childminder is aware of the importance of teaching children about people of different cultures. She has resources depicting equality which supports children to learn about people of different cultures. The childminder also has a good understanding of the cultures of the children in her care. When celebrating festivals such as Eid she makes sweets and savoury dishes for the children to enjoy.

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

The childminder promotes children's welfare well. She has a good understanding of her responsibility to safeguard children. She knows what to do and who to contact if she has any concerns about the children in her care.

The childminder also has a good understanding of the learning and development requirements. She monitors children's achievements closely by observing what they do. This helps to ensure that she identifies any areas where children require further support. The childminder also plans further activities which challenge children and promote their development across the areas of learning.

The childminder is keen to make improvements to her service. She reviews and evaluates her service to identify any areas for improvement. Since her last inspection, the childminder has addressed the action and the recommendations, which has had a positive impact on children's learning and welfare. The childminder views keeping up to date with her professional development as important. She seeks training and support through her local authority's early years department. The childminder regularly attends training courses so she keeps abreast of childcare initiatives which has a positive impact on children's learning. The childminder has devised questionnaires so she can obtain parents' feedback, comments and ideas. Consequently, this helps her to improve her skills and practice, as well as children's overall learning experiences.

The childminder has established positive partnerships with parents. Parents are pleased with the care their children receive. Parents commented that 'they are very happy with the service the childminder provides'. Another parents stated 'our child receives excellent care; your home is a second home to our child'. 'We are privileged to have you as our child's childminder'.

The childminder has good links with the staff of the school children attend. She shares information through regular conversations to maintain continuity of care. Overall, children make good progress in relation to their starting points. The childminder plans a good range of activities and experiences, and prepares children well for the next stage in their learning and development.

### **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>	122931
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	902910
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/07/2009
<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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