

Inspection date	11/11/2014
Previous inspection date	19/12/2008

The quality and standards of the early years provision	This inspection:	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 personal, social and emotional development well. As a result, children form strong attachments with her.
- Children settle in quickly and build strong relationships with the childminder so that they are happy, secure and absorbed in their play.
- Teaching is good. The childminder plans and provides a varied range of activities and experiences based on her observations of their individual needs.
- The childminder effectively evaluates her service and actively seeks training to promote ongoing improvements to her practice.
- The childminder develops good relationships with parents. The childminder communicates both verbally and in written form with information about their child's development and welfare.

It is not yet outstanding because

- The childminder does not provide a wide range of resources showing positive images to support children's understanding of diversity.

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 spoke to the childminder and the children at appropriate times during the inspection.
- The inspector discussed risk assessments with the childminder and viewed all areas of the premises used for childminding.
- The inspector examined relevant documentation including children's records.
- The inspector observed the interaction between the childminder and the children.

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband in the London Borough of Wandsworth in a split-level maisonette. Only the first floor of the home is mainly used for childminding. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently there are two children on roll, both of whom are in the early years age range.

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 understanding of their own culture and the cultures of others, by providing a range of resources which represent different people and communities.

Inspection judgements

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

Children make good progress in their learning and development. This is because the childminder plans and provides stimulating activities and play experiences which support children across all areas of learning. However, there are fewer good opportunities for children to learn more about diversity in the social world around them. Children are able to make choices from the range of stimulating and age-appropriate toys the childminder has on offer. Young children are able to practise their physical skills as they investigate and explore interactive toys. The childminder demonstrates a secure understanding about how to promote children's communication and language skills, and does so through her good teaching. For example, as children are engaged in activities she talks to them and takes an interest in what they are doing and saying. Young children respond to her conversation and smiles. This promotes their communication skills. The childminder also praises and encourages the children. As a result, young children show good early skills in their language development in preparation for the next stage of their learning.

The childminder keeps good records of children's development which she shares with parents. This information is also used to assess children's progress and plan for their next steps in each area of learning. At the start of the placement she gains a detailed view of children's starting points from their parents. The childminder has a secure understanding about the requirement to carry out a progress check for two-year-old children. The format she uses is informative and shared with parents. She also observes children and keeps detailed written notes which provide useful information about each child's progress and development. Through discussions with the childminder it is apparent that she knows the children in her care well and she uses this knowledge effectively to further support them

in their development.

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

Children have formed good attachments to the childminder. She supports children's personal, social and emotional development well. This positive relationship means children are confident to explore the environment and to learn through play. The childminder works collaboratively with parents to maintain children's individual routines. For example, young children take naps when they are tired, which contributes to their well-being. The childminder also organises trips to local childminding groups. These experiences help children to build relationships with other children and adults.

Young children follow the good example set by the childminder to behave well. Through daily routines she is teaching the children good practices. For example, children readily oblige when the childminder asks for their help to tidy away the toys. During outings in the local community children are becoming aware of differences as they see people in the community. However, the childminder does not provide a broad range of resources to help children learn about the wider world, including people's similarities and differences.

Children are able to help themselves to books and enjoy turning the pages and naming the objects in the illustrations. Children are also vigilant to the sounds they hear. As they played during the inspection they heard a refuse truck in the street; the childminder used this opportunity to ask the excited children about what they could hear and what was happening.

Children learn to take safe risks, including negotiating wheeled toys around the outdoor areas at different groups. During trips, children learn about road safety as the childminder uses controlled traffic crossings to teach the children about road safety.

The childminder uses everyday opportunities to teach the children to gain good independence skills, so they are well prepared for their transition to nursery or school. For example, the childminder encourages the children to put on their coats and shoes. Children are learning how to manage their personal hygiene as the childminder shows the children how to wash their hands before meal times. The childminder plans experiences to support children's good health. Children are able to be active outdoors in local parks. Here children are able to spend time in the fresh air, playing on the swings and slides.

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

The childminder's understanding of how to keep children safe is good. She has met all the recommendations and the action set at the last inspection. This serves to keep children safe. For example, the childminder practises her emergency evacuation drill with the children and she keeps a record of these. Risk assessments are also conducted and regularly reviewed to highlight and correct any potential risks so that children play in a

safe environment.

The childminder is also aware of the local referral procedures to follow if she has a child protection concern about a child. She also works well with her local authority advisor and keeps up to date with any changes relating to the requirements of the Early Years Foundation Stage. The childminder reflects on the service she provides. She engages in effective self-evaluation to identify the strengths in her practice and to highlight any areas for development. She also values feedback from parents, which helps her to continue to raise standards in her provision for children. The childminder is keen to attend training to increase her knowledge about caring for children and supporting them in their learning and development. She has formed good relationships with the children and their families. This ensures children have a good start to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY282530
Local authority	Wandsworth
Inspection number	814698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19/12/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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