

Inspection date	09/12/2014
Previous inspection date	22/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		2
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

- The childminder has warm and caring relationships with the children. They are happy and settled in her care.
- Children benefit from a welcoming play environment where they choose from a variety of resources that are suitable for their age and needs.
- The childminder promotes positive relationships with parents and keeps them appropriately informed about their child on a day-to-day basis.

It is not yet good because

- The childminder does not use observations of children effectively to plan for the next stage in their learning.
- The childminder does not share sufficient information with other early years settings that children attend to enable her to provide consistency in their care, learning and development.

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 taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read letters from parents and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The childminder registered in 2001. She lives with her husband and two adult children. The family lives in a house in a residential road in Tooting, in the London Borough of Wandsworth. The childminder uses mainly the ground floor of the home for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, who are all in the early years age range.

What the setting needs to do to improve further

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

- make sure that observations of children are used to identify the next steps for their learning and plan challenging activities that build on their skills.

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

- develop systems for sharing information with other providers where children attend more than one early years setting, to ensure children experience a consistent approach to their learning and care.

Inspection judgements

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

The childminder shows an appropriate understanding of how to support children's development. She welcomes all children into her home and is sensitive to their individual care needs. The childminder asks parents about each child's background and needs before they start, which helps her get to know them well. The childminder keeps parents appropriately informed on a day-to-day basis and talks to them every day to provide feedback. She has begun to monitor children's progress and development by making observations of their achievements. The childminder completes progress checks for children aged two and shares these with parents, as required. However, she does not yet use the information gained from observations consistently. For example, she does not identify next steps for children's learning or plan activities that help them move on in their development. This means that although children enjoy the activities the childminder provides, they are not always challenged as much as they could be. This affects how much progress children make.

Nevertheless, the childminder makes sure children benefit from a balanced routine.

Children enjoy daily outings as well as spending time playing in the childminder's home. The childminder teaches them some useful skills that help prepare them appropriately for when they eventually move on to school. She supports children's language development when she talks to children as they play, and encourages older children to ask questions and join in conversations. The childminder engages children's interest in books when she reads them a story. During the inspection, children enjoyed cuddling up with the childminder and were able to recall what happens in their favourite book. The childminder encouraged children to count as they played. She supported children's imaginative play by joining in when they pretended to go shopping or do the washing. The childminder plans some interesting outings that interest children. They have fun on a day trip to the farm or enjoy an energetic soft play session. Children enjoy their time with the childminder, she occupies them well throughout the day.

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

Children are happy in the childminder's care. The childminder encourages parents to bring children for settling-in visits before they start. She is careful to find out about and follow children's familiar home routines for eating and sleeping. This helps children settle quickly and promotes their emotional and physical well-being. The childminder has a calm and consistent approach. She offers children gentle guidance, reminding them to be kind and share the toys. This helps them behave well. Children go to her readily for comfort and cuddles when they are tired or upset.

Children benefit from a safe and well-organised play environment. The childminder makes sure that resources are easily accessible so that children can select things for themselves. Children grow in confidence and independence as they choose from a good variety of toys and play materials that are suitable for their age and needs. The childminder makes daily checks of the home, garden, and any venues for outings, which helps to ensure children can play safely. She supervises children vigilantly as they play, making sure children are always within sight and hearing. Children learn to keep themselves safe when they take part in regular fire drills, so that everyone knows what to do in an emergency. They learn to manage their own personal needs when they wash their hands before they eat. The childminder ensures they have regular meals and snacks that meet their nutritional needs. She carefully stores and prepares any food brought from home, which helps to promote children's good health. Children play outside every day as part of a healthy lifestyle. They enjoy playing with sand and water or riding bicycles in the garden or having a turn on the 'big slide' at the local park.

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

The childminder has completed child protection training and is familiar with the procedures to follow if she has concerns about a child's safety or well-being. This helps safeguard children's welfare. The childminder keeps all of the required documentation necessary for the smooth day-to-day running of the setting and ensures this is available for inspection.

Since the last inspection, she has improved her knowledge of how to complete effective risk assessments to help promote children's safety both in the home and on outings.

The childminder has an adequate understanding of the learning and development requirements. She makes sure that children take part in a suitable variety of activities that help them make steady progress in their development. She adapts activities where needed, for example, to make sure that children of different ages can take part. However, she is still developing her skills in using assessment and planning effectively to further support children's learning. The childminder shows an appropriate approach to continuous development; she has met the action set at her last inspection. She makes use of the support of the local authority early years advisors to keep up to date and gain new ideas. The childminder has begun to reflect on her practice and shows an understanding of her strengths and areas for development. She is keen to make any changes necessary to improve the quality of the provision.

The childminder works closely with parents and keeps them well informed on a daily basis. Letters from parents show that they are happy with the care provided. They comment on the childminder's warmth and professionalism and are happy with the care of their children. The childminder has friendly relationships with other providers where children attend more than one early years setting. However, she has not yet established systems for sharing information with them about children's progress and development. This is necessary to help ensure that children benefit from a consistent approach to their learning and care.

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	159308
Local authority	Wandsworth
Inspection number	814227
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	22/06/2011
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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