

<b>Inspection date</b>	15/12/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 shares affectionate, caring and supportive interaction with children which helps them to learn and develop well, build confidence and feel secure.
- The childminder provides an interesting and stimulating home environment where children feel happy and comfortable.
- The childminder builds strong relationships with parents, encouraging their involvement in children's learning and providing support and meaningful advice.
- The childminder plans a good range of play activities that children enjoy exploring and that reflect their individual stages of development and interests.

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

- The childminder does not extend her use of resources to include a wide range of different textures and materials to encourage young children's exploration.

## 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 inspection time with the childminder observing her and the children she was caring in her home.
- The inspector discussed safeguarding with the childminder and read her policy.
- The inspector shared discussion and a joint observation with the childminder.
- The inspector looked at some documentation and children's information and development records.
- The inspector gathered parents' views through reading emails they had sent to the childminder and through a short discussion with a parent.

## Inspector

Jane Nelson

## Full report

### Information about the setting

The childminder registered in 2010 on the on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in the London Borough of Wandsworth, close to shops, parks, schools and public transport links. The kitchen on the ground floor and a play room and bedroom on the first floor of the childminder's home are used for childminding. There is an enclosed garden for outdoor play.

The childminder has a National Vocational Qualification in childcare at level 3. She currently has two children in the early years age range and one school-aged child on roll. She regularly attends local toddler and activity groups with the children.

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

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

- develop the use of a range of different materials to encourage young children's sensory and tactile exploration and investigation of different textures.

## Inspection judgements

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

The childminder creates a welcoming and stimulating environment for children. Her affectionate and supportive interaction with children encourages them to build confidence, ask questions, and increase their independence, according to their age and stage of development. The quality of teaching is good. As a result, children make good progress in their learning and development, given their starting points. Children are developing a wide range of skills that help to prepare them for the move to nursery or school in the future. For example, they are learning to listen, vocalise and build relationships with other children and adults outside their immediate family.

At the inspection, the childminder confidently divided her attention between children of different age groups, and stages of development. This shows she understands how to plan for and support children's individual needs and development. She planned activities children could all participate in at different levels and reshaped play as she observed children were not interested in a toy or were not feeling well. The childminder provided constant reassurance, close physical presence, and constantly talked to, listened and interacted with children. This helps children feel secure, encourages their confidence and independence and results in children being interested and showing good levels of concentration during their play. For example older children used sorting and simple mathematical skills to group toy animals and figures together. They assessed and gauged

space to manipulate and position animals inside small buildings. This helps children use their calculation skills, develop small muscle control and identify similarities and difference between objects.

The childminder extended children's learning through discussion about numbers and letters as they played, which helps children's understanding of numbers and letters in practical situations. For example she asked 'Do you know how many legs a spider has?' Children confidently replied 'Yes, eight!' Younger children showed some interest in older children's play as they watched and listened to what they were doing. The childminder recognised young children were not their usual active self and positioned toys for them to hold nearby and provided a cosy lap for a cuddle. She talked gently and calmly about what children were looking at and made sure they were comfortable. This strengthens the emotional bond between children and the childminder. They are able to make their feelings known and understand the childminder will provide reassurance and respond. The childminder's commentary and interaction with older children helps younger children to listen, respond, and copy words and sounds. This encourages children's language development and supports children whose first language is not English in increasing their understanding and vocabulary. The childminder provides a good range of toys and play equipment. However these do not include the daily use of resources with a wide range of different textures and materials to encourage young children's tactile exploration.

The childminder identifies and provides challenges and experiences that interest older children. For example, she suggested they listen to an audio compact disc of a favourite story. Children made themselves comfortable lying on the floor next to the CD player. They listened intently and joined in with some of the familiar phrases and actions. Children showed their enjoyment of this as they asked to listen to the story again. They operated the CD player themselves, helped by the childminder identifying which was the on button. This helps children use their imagination, listen and develop independence as they learn how things work.

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

Children benefit from the strong bonds they form with the childminder and the friendly, welcoming atmosphere she creates. This helps children feel relaxed, secure and develop confidence. Children's home routines and individual needs are incorporated with the childminder's daily routine. This provides continuity and consistency for children and helps them settle into a new environment quickly. Children are closely supervised by the childminder, and are developing an awareness of their own safety through her gentle reminders to 'hold on' and 'be careful'. Children behave well as they are familiar with what is expected of them and are interested in their play and discussions with the childminder.

Children's experiences with the childminder help to prepare them emotionally for future changes such as when they move on to nursery or school. For example, children follow regular hygiene routines which help them develop independence in toileting and hand washing. They regularly visit local play groups with the childminder, where they socialise in a larger group of children. This helps children build confidence, form relationships in a

larger group, and participate in a range of different play experiences.

Children use their physical skills daily during indoor and outdoor play. They develop small muscle control through picking up toys, early writing activities such as chalking and drawing and handling utensils such as spoons and their feeding cup. They make regular visits to local parks and play in the childminder's garden which encourages their enjoyment of being outside, large physical skills and overall well-being. Parents provide children's main meal of the day; the childminder supplements this with regular drinks and snacks of fresh fruit which are easily accessible.

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

The childminder understands her responsibilities regarding child protection and safeguarding. She knows the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her or her family. She maintains the required records and documentation and understands when she needs to inform and notify Ofsted of changes and events. The childminder uses risk assessments effectively to monitor and minimise potential hazards in the home and on outings. She uses ongoing visual checks and reassesses her home according to changes, children's ages and stages of development.

This helps her to ensure children remain safe at all times.

The childminder uses self-evaluation well to focus her development and improvement. For example, she has attended several training sessions and has completed a National Vocational qualification in childcare at level 3 since completing registration. She identifies where she can develop further and build her confidence in aspects, such as how she observes children's development. The childminder builds strong relationships with parents who all praise her care of their children highly. They comment on her professionalism, friendly and helpful advice, and that they are reassured their children are well cared for, happy, and they can see they are progressing well. The childminder offers practical advice and suggestions that actively involve parents in their children's learning. She communicates with other settings children attend, such as school by passing on information to parents and helps support children's learning through activities such as reading during their time with her.

The childminder observes, assesses and monitors children's development effectively. She uses the required progress check for two-year-old children, as they reach this age range, to monitor that children are progressing, and involves parents in the process. The childminder identifies where children are in their development and how to help them progress. For example by providing more challenging physical activities and equipment to encourage physical development and independent walking and continuing recognition of letters that children are learning at school. The childminder uses ongoing observations of daily changes in children's demeanour or routines, sensitively and flexibly. For example, she makes minor changes to routines such as sleep patterns, when she observes children are tired, and provides frequent cuddles when toys are not sustaining their interest. This

results in children's individual needs being met well during all aspects of the daily routine.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY417828
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	930887
<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>	5
<b>Number of children on roll</b>	3
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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