

Inspection date	13/01/2015
Previous inspection date	31/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provides a good variety of learning experiences, which engage children's interest and motivates them to learn.
- The childminder has a good understanding of her role and responsibilities in safeguarding children. This means that children's are safe in the childminder's care.
- Children are making secure attachments with the childminder. She provides warm-interaction with the children, which promotes their emotional well-being.
- Children's behaviour is good. The childminder praises their achievements and builds their confidence and self-esteem.
- The childminder has strong partnerships with parents. She fully involves them in their children's learning in the setting and at home.

It is not yet outstanding because

- The childminder does not routinely share information with other early year's settings that children attend to ensure effective working to complement the children's learning.
- Books are not easily accessible to children. This hinders children's early literacy skills and their independence to make choices.

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 interaction between the childminder and the minded children.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's observation and assessment records, the settings policies and procedures, the register of attendance and children's records.
- The inspector observed activities taking place in the designated playroom and kitchen.

Inspector

Mauvene Burke

Full report

Information about the setting

The childminder registered in 1990. She lives with her husband in the London Borough of Wandsworth. Only the ground floor of the property is used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll; they are all in the early year's range.

What the setting needs to do to improve further

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

- consider ways to strengthen the partnership with other early years providers where children attend to provide continuity for children's learning
- review the organisation of books so children can make their own choices easily.

Inspection judgements

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

The childminder provides a broad range of stimulating activities. She skilfully teaches children how to listen, speak and concentrate. For example, during an activity children were building a house out of bricks. The childminder asked open-ended purposeful questions about size and shape. This helped children to think for themselves and to solve problems, for example, where to place a brick in order for the structure to remain standing. The childminder develops children's mathematical language by using words, such as half and quarter and naming shapes. She consolidates their learning through various activities, helping them to recognise numbers on resources. The childminder bakes cakes with the children, they learn about weight and measure.

The childminder enhances children's confidence and knows when to intercept to enhance their play and when to sit back and let them discover and work things out for themselves. Although children can make independent choices from most resources, the childminder keeps books on a high shelf so they cannot reach these easily. The childminder interacts well with the children and offers good encouragement and praise. This helps to promote their personal, social and emotional development and makes them feel valued. The childminder helps children to understand about differences in society through activities, discussions and the use of resources reflecting positive images of gender, culture and disability.

The childminder records children's progress in individual learning journey folders. These

include observation, assessments and photographs. She uses this information to influence future planning, which enhances children's good progress in their next stages of learning. The childminder makes detailed summary assessments, such as the progress check for children between the ages of two and three years. This helps her successfully identify the children's achievements, and the areas they require further support. This helps her to involve parents in aspects of their child's learning at home. Where children attend other childcare settings, the childminder does not always gather and share information in order to promote continuity in children's learning.

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

The childminder builds positive relationships with children and their families. This helps her to get to know each child very well and to support them as they move from home to other settings and school. As a result, children feel emotionally secure and are very well-prepared for change in their lives. The childminder's simple explanations and visits within the community, such as toddler groups, help develop children's understanding of equality and diversity. This helps them to accept each other's differences and build strong relationships with each other.

The childminder is passionate about providing children with healthy and nutritious meals and prepares homemade meals. Children get involved with the preparation of meals, which helps them to gain an understanding of the foods that are good for them and those which are not. The children enjoy being outside in the fresh air and are developing physical skills when they take walks and use climbing frames at the park. These activities contribute to children developing a healthy lifestyle.

The childminder acts as a positive role model for children, treating them with respect and modelling the use of good manners. She manages their behaviour well and reinforces positive behaviour through effective use of praise. As a result, children behave very well. Children are cared for in a safe, well-resourced, and secure environment where hazards are minimised. While out walking, the childminder teaches children how to cross a road safely. They also learn what to do if there is an emergency within the home because the childminder regularly practises the fire drill and talks to them about safety.

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

The childminder demonstrates a secure understanding of all safeguarding procedures. She has attended training for safeguarding children. She understands how to recognise child protection concerns and how to report these. The childminder holds an appropriate suitability check, as do all adults who live in her home. She makes written risk assessments for both indoors and for outings. These clearly demonstrate how the childminder identifies and minimises any potential hazards. Consequently, the childminder promotes children's safety at all times.

Since her last inspection, the childminder has made some considerable improvement. For example, she now makes observations, assesses children's progress, and provides children with a range of stimulating activities. Parents are included in the self-evaluation process and the childminder seeks their views through daily discussions. The childminder receives support from the early year's team within her local Borough, which has helped her to enhance her service. The childminder has identified her strengths and areas for further improvement. She monitors the educational programmes well. This ensures all children are making good progress and any gaps in the children's learning are closing. Consequently, the quality of teaching is good and children make consistently good progress.

The childminder has good relationships with parents. She regularly shares with them details of their child's achievements and progress. For example, the parents have daily access to their children's learning journals; this helps parents to extend their child's learning at home. The childminder follows advice from other professionals about children's care routines. They have commented how well children have come on since being with the childminder. However, the childminder has not developed strong partnerships with other early years providers to ensure joint working to provide continuity for children's learning.

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

Unique reference number	122866
Local authority	Wandsworth
Inspection number	813649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	31/05/2011
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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