

<b>Inspection date</b>	15/01/2015
Previous inspection date	02/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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**

- Teaching is good because the childminder knows how to promote children's learning and development. As a result, children are making good progress based on their starting points and capabilities.
- The childminder provides children with a warm, friendly and welcoming environment, which helps them to form secure attachments and develop positive relationships with the childminder.
- The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements a good range of policies and procedures to ensure the protection of children.
- The childminder interacts very well with the children. She effectively attends to their needs; as a result, children are happy and content.

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

- The childminder sometimes asks children to engage in other activities while they are still highly involved in activities of their own choosing.
- The childminder has a limited range of books to share with children to strengthen their 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 at appropriate times during the day.
- The inspector observed children engaged in various activities.
- The inspector looked at the children's learning journeys, their individual records and the childminder's policies and procedures.
- The inspector inspected the rooms used by the children.
- The inspector discussed the childminder's self-evaluation of her setting.

## Inspector

Mauvene Burke

## Full report

### Information about the setting

The childminder registered in 2004. She lives in a two-bedroom flat in the London Borough of Wandsworth. The childminder mainly uses the lounge and one bedroom for childminding. There is no garden but the childminder makes use of local parks and playgrounds 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 two children on roll who are both in the early year's age range.

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

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

- keep activities accessible that children are deeply involved in, to enable them to revisit their play
- enhance children's understanding about people with diverse physical characteristics, including disabilities.

### Inspection judgements

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

The quality of teaching is good. The childminder has a good understanding of how children learn through their play. She successfully promotes their development. She effectively extends children's individual needs and interests, which supports their future learning. The childminder provides children with a wide variety of stimulating and challenging activities that actively engage and motivate their learning. For example, children showed high levels of concentration as they make play dough with the childminder. The childminder provided children with a variety of tools, which promoted their physical development. They rolled, pinched, cut and squeezed the dough. During this activity, the childminder introduced mathematical language and encouraged children to count the sausages they had made. The childminder introduced simple addition and subtraction helps children to problem solve. They added on and took away sausages. Children are learning to name some shapes and to confidently count to seven and beyond.

The childminder encourages children to think about the feeling of others as she helps them to share and take turns. The childminder promotes children's communication and language skills extremely well. She engages in constant dialogue as children play, asks a variety of questions, models language and introduces new words. She plays alongside and interacts well with the children at their level but does not always allow them to take the lead in their play. For example, the childminder sometimes changes and puts away

activities that children are still highly involved in. As a result, children become upset because they have not finished with their activity.

The childminder completes regular observations and assessments on the children to recognise their achievements and identify the next steps in their learning. Alongside these, she collates photographs and examples of children's own work in individual learning journey records. The childminder regularly assesses children's ongoing development to track their progress. These records demonstrate that the children are working well within the typical range of development expected for their age. The childminder understands her responsibilities relating to the progress check for children between the ages of two and three years. She has established good partnerships with parents and there are appropriate strategies in place to engage them in their children's learning and development. The childminder talks to parents at the end of each session, via a communication book and regularly communicates with parents by text messages. This ensures parents are well informed. Parents comment that they are happy with the progress their children make in their learning and development. Overall, children make good progress in their learning from their starting points and the childminder prepares them well for their next stage in learning.

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

Children have formed secure attachments and developed positive relationships with the childminder whom they affectionately refer to as nanny. They are clearly happy, content and settled in her care, cuddling up to her when they are tired. The childminder provides children with a warm, friendly and welcoming environment, which effectively supports their all-round development and emotional well-being. As a result, children are confident and comfortable in their surroundings. The childminder uses good settling-in procedures help her get to know the children and their parents well. She encourages parents to bring in children's comforters to help them feel secure. The childminder works closely with parents who share relevant information about their children to ensure they benefit from consistency between home and the setting.

Children behave well. The childminder helps them to understand the boundaries and expectations within the home. They play well together and learn to share and take turns. This helps the children gain skills they will need when they move to nursery or school. The childminder uses constant praise and encouragement, which develops the children's confidence and self-esteem. Children are starting to develop an understanding of how to keep themselves safe because the childminder talks about the importance of safety. For example, the childminder encouraged the children to tidy away the toys so they did not fall over and hurt themselves or others. In addition, although the children are relatively young, they are beginning to take part in the emergency evacuation procedure so they become aware of what to do in the event of a fire.

The childminder follows good hygiene practices, which support children's understanding of their own health and well-being. The childminder provides children with a variety of balanced and nutritious meals and snacks and go out daily for fresh air and exercise. This

helps to promotes children's understanding of a healthy lifestyle. The childminder provides a broad range of resources; however, there are limited books that promote diversity, in particular showing positive images of people with disabilities. This means that children do not have enough opportunities to learn about people who are different from themselves.

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

The childminder is passionate and dedicated to her work and is extremely organised. She has detailed policies and procedures, which underpin her good practice. She has a good understanding of her responsibility regarding the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage.

The childminder has a good understanding of the signs and symptoms that indicate a child may be at risk of harm. She knows how to report her concerns. As a result, she helps to promote children's welfare at all times. The childminder holds an appropriate first-aid qualification and understands how to manage minor accidents and injuries to children efficiently. The childminder's home is safe and secure. She carries out visual risk assessments on a daily basis to minimise any hazards to children. This ensures that she takes all reasonable steps to keep children safe at all times.

The childminder monitors children's development to ensure that they make good progress in line with the expectations for their age. She reflects on her practice and identifies areas for improvement. For example, she has reorganised how she present the resources to children. She now stores them in see-through containers that with clear labelling, which enables children to make choices and to understand that print carries a meaning. The childminder keeps up-to-date with training in order to inform her practice. This helps to enhance her service to provide a safe and stimulating environment for the children in her care. Her self-evaluation form demonstrates her ability to evaluate her practice and she invites parents to comment on her service. This means she continually makes improvements to her practice.

Partnerships with parents are effective. Parents speak favourably about the childminder stating that their child is 'excited to be here'. They confirm that they have a daily chat with the childminder to catch up on what their children have been doing. They consider that the childminder has helped their children to make progress. Parents have access to policies and procedures, which helps them to understand the childminder's responsibilities. This all demonstrates to parents, the childminder's commitment to them, and their children.

### **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>	EY295700
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	843720
<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>	2
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2010
<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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