

Inspection date	13/01/2015
Previous inspection date	13/04/2010

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

- Children show good levels of independence. They are happy, settled, and have developed a good relationship with the childminder and her assistant.
- The childminder develops effective partnerships with parents in order to identify children's needs and to help them make good progress in their learning and development.
- The childminder has a good understanding of her role and responsibility to protect children from harm. She has well-written policies and procedures that underpin her good practice and help to keep children safe.
- The childminder has a good awareness of how young children learn and effectively observes, assesses and plans to promote children's learning.

It is not yet outstanding because

- The childminder does not maximise opportunities to encourage children's understanding of how numbers can be used.

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 compulsory part 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, her assistant and children throughout the inspection.
- The inspector had a tour of the premises during the inspection.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector checked the suitability of the childminder, including other adults living on the premises and the childminder's assistant.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2009. She lives with her mother and brother in Tooting, within the London Borough of Wandsworth. The childminder uses the ground floor of her home for childminding. There is a fully enclosed garden for outdoor play. The family has a pet cat. The childminder works with an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has six children on roll, all of whom are in the early years age group.

What the setting needs to do to improve further

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

- review the learning environment to strengthen the opportunities for children to, see and use written numbers to enhance their mathematical understanding.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage. She provides a good range of stimulating activities and experiences that meets the children's needs. The childminder plans activities to ensure children enjoy a wide variety. She makes effective use of her observations and assessments to monitor and track children's learning and to plan suitably challenging activities. Consequently, children are keen learners and make good progress in their learning and development. The childminder encourages parents to be involved in their children's learning. She shares their children's next steps in their learning and discusses activities parents can use to enhance their learning at home.

Overall, the childminder provides good opportunities for children to develop mathematical skills. For example, she uses number rhymes to help children learn number names and children are beginning to learn names of shapes. Children are gaining good skills in solving problems, for example, they competently work out how to complete puzzles. However, the childminder does not make the most of pictures, posters or labels for children to see numbers in use around the setting. The childminder promotes children's communication and language skills well. She encourages children to take turns to choose their favourite songs and action rhymes to sing. This helps children to learn new words and phrases to extend their vocabulary. The childminder supports children who are learning English to use their home language in their play and learning. The childminder and her assistant speak to children in their home language and English. This helps to support and encourage children to express themselves in both languages. Books are readily available in the childminder's home. Children choose their own books and show an interest in stories

and early reading.

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

Children are happy and settled in the childminder's care. They enjoy their time with her and have strong attachments with the childminder and her assistant. The childminder provides a welcoming and stimulating environment with good quality resources stored in low-level units. Consequently, children develop their confidence and independence as they make their own choices about the play materials they want to play with. The childminder and her assistant are attentive to children's needs. They praise children appropriately for their efforts and good behaviour, promoting their self-esteem. The childminder obtains information from parents relating to the children's needs, such as likes and dislikes. This helps to make sure that children settle well in her care and that she can fully meet their specific needs.

The childminder has clear procedures in place to follow in the event of an emergency and she ensures that children regularly practise evacuation drills. This helps to promote their understanding of how to keep themselves safe in an emergency. The childminder provides good opportunities for children to develop their physical skills. For example, she sets up obstacle courses to help to promote children's coordination and their balance. Children go through tunnels, throw bean-bags into baskets, walk around cones and balance on shapes. The childminder and her assistant regularly take children to indoor play areas. Children enjoy the use of slides, climbing frames and ball pits. These activities encourage children to be active and help to develop their large muscles. The childminder helps children to have a good understanding of the importance of washing their hands. They are independent in their personal care. This helps children develop skills for the future, for example when they go to school. The childminder uses a menu plan to make sure that children eat a varied and nutritional diet, which includes each child's favourite meal. Children make their own choices from the fruit available at snack. This helps them to adopt healthy eating habits.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She provides a safe and secure environment. The childminder promotes children's safety well. She has a good knowledge and understanding of child protection procedures. The childminder and her assistant update their knowledge through regular training. This means they both understand the action to take if they have any concerns about a child's welfare and know how to report them. The childminder carries out regular risk assessments to minimise potential dangers to keep children safe. The childminder maintains well-documented policies and procedures, which she implements effectively to support her good practice. She shares and discusses these with parents to keep them informed of procedures she follows when caring for their children.

The childminder has a good knowledge and understanding of the learning and development requirements. She evaluates her practice on an ongoing basis to ensure that children continue to make good progress. Through effective supervision, the childminder ensures that her assistant fully understands her policies and procedures and implements them. The childminder supports her assistant to identify further training to enhance her practice. The childminder is committed to improving the quality of her service. She has addressed all the actions and recommendations raised at her last inspection. The childminder and her assistant have attended several courses to develop their childcare knowledge and improve outcomes for children.

The childminder has established very positive relationships with parents. She meets with parents on a daily basis to share feedback about their children's achievements, well-being and development. Parents are able to view their children's development records and the childminder provides a summary to check two-year-old children's progress. The childminder encourages parents to share their views about the service she provides. Parents have commented that they are very happy with the care and education their children receive. They feel their children are very happy and have settled well in the childminder's care.

The Childcare Register

The requirements for the compulsory 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	EY403920
Local authority	Wandsworth
Inspection number	845781
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	13/04/2010
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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