

Inspection date	05/06/2014
Previous inspection date	05/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 are happy and settled with the childminder. They develop strong attachments with her, and consequently feel safe and secure in the setting.
- The childminder supports children's communication and language well by following children's interests and encouraging them to think and talk about what they are doing.
- The childminder meets the needs of individual children, she follows their routines from home and provides learning opportunities to support the age and stage of development for each child.
- Partnerships with parents are good. Parents comment that children make good progress with the childminder.

It is not yet outstanding because

- The childminder does not always support children's learning around healthy lifestyles.

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 majority of the inspection observing the childminder interacting with the children.
- The inspector sampled the childminder's policies and procedures and discussed her process of self-evaluation.
- The inspector sampled the children's development records and discussed these with the childminder.
- The inspector took into account the views of parents.

Inspector

Vanessa Brown

Full report

Information about the setting

The childminder registered in 2011. She lives with her school age child in a second floor flat in Teddington, in the London Borough of Richmond Upon Thames. Access to the home is via a lift or stairs. The childminder uses the open plan living room/kitchen, the bathroom and a bedroom for childminding. There is no access to a garden but the childminder makes suitable alternative arrangements for daily outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works alongside an assistant. There are currently four children on roll they attend on a full or part-time basis.

What the setting needs to do to improve further

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

- strengthen opportunities for supporting children's knowledge of healthy lifestyles.

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 learning and development requirements of the Early Years Foundation Stage. She plans activities taking into account the interests and ages of the children who attend the setting. Children are happy and settled in this friendly and welcoming environment. Children of different ages play well together and the childminder has a range of resources to support children in all areas of development. A mix of adult led and child initiated activities ensure children are interested and motivated to learn. Children are able to choose freely from a range of resources and activities that are easily accessible which support children to become independent learners. Consequently, children make good progress in the childminder's setting.

The childminder talks to parents and makes observations of children to assess their starting points. The childminder recognises every child is unique. She talks to parents about their individual needs and routines, which shows in the activities she offers and the care that she provides. The childminder records children's development and plans activities to support their next stage of development. She shares this information regularly with parents so that they are able to support children's learning at home. The childminder produces progress checks for children when they reach the age of two. This provides parents with a summary of children's communication and language, physical and personal, social and emotional development. The childminder includes ideas to support children's learning at home and children are progressing well.

Children of different ages and abilities play well together which supports their confidence and self-esteem. The childminder supports children's communication and language development as she talks and listens to the children at their level as they engage in activities. The childminder asks lots of questions to encourage children to think about what and why they are doing things. During activities using a white board the childminder teaches children about numbers, days of the week and the months in the summer. She talks to children and they discuss things they have done in the past. She links this to activities that she provides to extend children's learning. Children talk about snails that they have seen and the childminder offers children the opportunity to make snails and other mini beasts using pebbles, paint, shredded paper and googly eyes. This excites and motivates children to learn as the childminder follows children's interests. The childminder uses this as an opportunity to discuss colours and children discover what happens when they mix yellow and blue together to make green.

The childminder supports children's different approaches to - learning as she encourages them to discover things for themselves and work out problems on their own. She gives lots of praise and encouragement to support children's self-esteem, so that children keep trying and become independent learners. The childminder supports different ages of children well and ensures they are included in activities. She supports children's personal, social and emotional development as she gives lots of emotional support and encouragement to children by asking them why do they look sad, do they need a cuddle and what can she do to make them happy.

Babies use the space in the setting well as they confidently shuffle across the floor to play with a baby gym. The childminder teaches babies the noises that different animals make and supports their language when taking fruit in and out of a basket. Children benefit from daily fresh air and exercise either during walks to school, visits to local parks or on planned outings.

Partnership with parents is good. Parents speak positively about the childminder and the individual support the child receives. Positive comments by parents on questionnaires and references also confirm their appreciation of her support. The childminder talks to parents regularly and shares children's observations and assessments with them. She encourages parents to share information and support learning from home through a wide variety of ways. The childminder supports children to build skills ready for school. Children are encouraged to dress and undress themselves in their nursery uniform. They learn to become independent and confident in self-care routines. The childminder offers activities that engage and motivate children so that they learn to sit, listen and concentrate ready for school.

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

The childminder builds warm attachments with the children in her care. Babies lift their arms and the childminder gives lots of cuddles to provide reassurance and comfort. She recognises all children are unique and works with parents to ensure that children settle well and that she is able to follow their home routines. The childminder is sensitive to the

needs of babies and consequently they feel safe, secure and make good progress in the setting.

The childminder talks to children about their feelings and these positive relationships with them ensure they feel confident to talk to the childminder if they feel sad. Children behave well in the setting. The childminder praises good behaviour and talks to children about why some behaviour is not acceptable. The childminder helps children learn good manners and to share and take turns during their play. Children show they feel safe and secure in her care, they are happy and join in with the activities she provides.

The childminder liaises with parents to find out about children's preferences and routines. This helps the childminder to know the children's care routines and support their independence. The childminder encourages children to follow hygiene routines and they engage in hand washing to promote their good health. The childminder reminds children to wash their hands after going to the toilet and before mealtimes. The childminder promotes healthy lifestyles by providing regular daily opportunities for children to have fresh air and exercise. She also offers healthy food and drinks at mealtimes. The childminder misses some opportunities to further extend children's learning about healthy lifestyles, for example at mealtimes.

Children are encouraged to change their clothes independently before going to nursery. The childminder gives lots of praise to promote their self-esteem and give them confidence. Good procedures are in place to record information about children's individual needs. The childminder keeps records on children's allergies and cultural preferences as well as accidents and medication. The childminder holds a first aid certificate to ensure that she deals with accidents appropriately. Therefore, the childminder supports children's well-being successfully.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation stage. She shares her broad range of policies and procedures with the parents of children who attend the setting. The childminder has effective policies and procedures in place to safeguard children and she has attended relevant training. These include policies for the use of mobile phones and cameras and the procedures to follow for a missing or uncollected child. The childminder has a good understanding of the procedures to follow if she has safeguarding concerns about a child in her care and has the appropriate telephone numbers to contact if she needs to take action. The childminder also understands her responsibilities if she had concerns about the behaviour of other adults in her setting. All adults in the setting have also undergone the required suitability checks. The childminder follows the statutory requirements and gains signed permissions from parents when working with an assistant.

The childminder's setting is safe, secure and hygienic to use. Her risk assessments are clear and concise. The childminder inspects the premises daily and supervises the children

closely. A fire evacuation procedure is in place and fire prevention and detection equipment installed. These effective procedures help keep children safe in the childminder's home.

The childminder has well organised, accessible documentation. As well as paper copies, she also uses an electronic system to support her with policies, procedures and child development records. This also provides her with ideas to support children's planning for the next stage of their development. The childminder completes all relevant records to keep children safe and for the safe operation of her service. Parents sign to give their permission for the childminder to take children on outings, take photographs and to administer medication in an emergency.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She is enthusiastic and motivated to provide a high level of care and education for children. She works with parents to plan activities to support individual children. She records children's development and their progress through observations and planning. She provides activities that support children to move on to the next stage of their development and shares this information with parents supporting their home learning.

The childminder reflects on her practice using observations of children, discussions with parents, parent and child questionnaires and from information gained during training courses. She meets with the local network group of childminders and they share ideas and good practice. The childminder attends training, which provides her with ideas and the confidence to support children's learning and development, for example the HighScope learning approach and how to support two year olds. This has increased her knowledge and understanding of how children learn. There has been a sustained and successful improvement to the childminder's care and education of children. The actions set at the last inspection led to a thorough review of the documentation and the quality of care that children receive. Documentation is now in place, practice has improved and the childminder is now meeting the requirements of the Early Years Foundation stage.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY421563
Local authority	Richmond upon Thames
Inspection number	963419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	05/12/2013
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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