

Inspection date

Previous inspection date

22/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and they have settled well in this environment. They have developed good relationships with the childminder and her family.
- Children are making good progress in their mathematical and communication and language development.
- The childminder recognises what her strengths and weaknesses are and is aware of the steps she must take to make continuous improvement. She is committed to updating her professional knowledge through training.

It is not yet good because

- planning is in its infancy and does not cover all areas of learning in depth, and aspects of children's literacy development are not fully promoted
- although children make choices in their play, their independence is not always supported
- although partnership with other providers is open and friendly, there is scope to extend these partnerships.

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 with the childminder at appropriate times during the inspection.
- During the inspection, the inspector invited the childminder to observe the children as they played.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's learning journals
- The inspector observed activities and interaction between the childminder and the children during play.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder was registered in 2012 and lives with her husband and four children in the London Borough of Wandsworth. All of the ground floor is used for childminding and children have access to an enclosed back garden for outdoor activities. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll; both are in the early years age range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop planning to provide a challenging and enjoyable experience for each child in all of the areas of learning and development, based on their needs, interests and stage of development.
- develop the educational programme for literacy by providing a range of opportunities to write for different purposes about things that interest children; creating an environment rich in print where children can learn about words, and by considering different ways to introduce stories, for example by using a range of visual cues and story props.

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

- improve opportunities for children to be independent, for example by enabling them to pour their own drinks and serve their own food
- improve systems to share information with other providers to promote a consistent approach to children's learning.

Inspection judgements

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

The childminder is developing an understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She is beginning to use the observations she makes of the children to help her monitor and plan

for children's progress. Nonetheless, there are gaps in children's learning because the educational programme does not sufficiently cover all the areas of learning. The childminder identifies and caters for children's interests. However, some activities do not provide sufficient challenge for children. This means that the childminder does not help children reach their full potential. Children's achievements are recorded in their 'Learning Journals' and these are shared with parents on a regular basis.

The childminder promotes children's communication well. Children speak clearly and confidently, holding lengthy conversations with adults. They are beginning to use complex sentences as they think about how they should solve a problem. For example, they say things like '...maybe if I put it here it would....', and use words like 'What' and 'How'. The childminder allows children to take the lead before she offers her opinion. They respond to clear instructions from the childminder to complete a task. However, there are few opportunities for children to develop their early reading and writing skills. For example, although books are available, the childminder acknowledges that some children do not show an interest in stories. There are few examples of labels, or the written word in the play environment. In addition, children do not have regular opportunities to practise writing for a purpose. Children use numbers confidently and recognise numbers in familiar context. They use mathematical language appropriately and confidently in everyday situations. For example, children count up to twenty with ease and recognise shapes. This helps children move forward in their learning at school.

Children enjoy opportunities to be creative as they regularly experiment with paint and other forms of media. However, the childminder is often directive in her attempt for children to have an 'end-product'. For example, during an activity where children make an Easter Box, the childminder chooses the colour of the paint and pre-draws a picture of rabbits. This inhibits children's imagination and creativity.

The childminder has developed systems to share information regularly about children's ongoing progress with parents. She talks to them daily and provides opportunities for them to take time to look through their children's learning journals. This ensures parents are informed of their child's progress and activities.

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

Children have developed a bond with the childminder and her family, which helps them to feel secure and settled. The childminder interacts with children in a warm and caring manner, and follows their individual routines so they feel comfortable. She is attentive to their needs and organises her home to ensure that children can access the resources independently. However, there are occasions when children's independence is not effectively fostered. For example, children are not encouraged to serve their own meals or pour their own drinks.

Children practise fire drills so that they understand what to do in an emergency. They confidently tell their parents how they must hold the childminder's hand to keep themselves safe. Children behave well and are very polite. They greet adults with a smile

and say 'please' and 'thank-you' without any prompting from the childminder.

The childminder helps children to have a healthy lifestyle by providing a balanced, home cooked, nutritious diet that meets any specific dietary needs. Children say that they enjoy the meals that the childminder cooks for them. She includes plenty of fruit and vegetables, together with having drinking water or juice readily available at all times. Children are encouraged to be physically active by going for walks and when using large apparatus at the park. Children understand why they have to wash their hands before eating and after using the toilet 'because it makes my hand clean'.

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

The childminder has made a satisfactory start to her childminding business and is meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She demonstrates an developing understanding of the areas of learning and is aware that some are key to children's development. However, her planning lacks detail and consequently, some areas of learning are not fully promoted. As a result, children's opportunities to acquire and extend their knowledge and skills are not fully effective.

The childminder has clearly identified her weaknesses through evaluating her practice to date. She has recently started training in order to gain a qualification in childcare and receives support from her early years advisor. This demonstrates her commitment to continuous improvement.

The childminder has a good understanding of safeguarding and has clear policies that underpin the care that she offers. She carries out daily risk assessments of her home, both before and during the time children are present. She also carries out risk assessments for all the outings and trips they go on, to help ensure the children remain safe whilst in her care. She has made her home as safe as possible for example making sure that children have no access to the pond in the garden and through having suitable fire detection equipment in place.

She is fully aware of her role and responsibility in protecting children and is very aware of the signs and symptoms she might observe that would cause concern. She has all the relevant telephone numbers readily available should the need arise.

The childminder is developing positive relationships with parents. At the start of the placement, parents provide the childminder with information about their children's needs. This ensures that the childminder is able to meet their needs and promote their welfare. The childminder shares information with parents on a daily basis about what their children have done during the day. She has not developed sound links with other providers to ensure that there is continuity of care and learning for each child.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY450320
Local authority	Wandsworth
Inspection number	883419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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