

Inspection date	12/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 plans an interesting range of activities and outings that successfully promote all areas of learning.
- The childminder is confident and enthusiastic. As a result, children are happy and settled in the childminder's care and respond well to the daily routines.
- The childminder has a strong commitment to improving the quality of her care for children.
- The childminder uses a variety of methods of communication to keep parents well informed about all aspects of her childminding service.

It is not yet outstanding because

- While the childminder provides for children's needs effectively, systems to inform parents about whether children show typical development for their age are less well established.

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 activities in the childminder's home and outside play area.
- The inspector had discussions with the childminder and looked at questionnaires completed by parents.
- The inspector undertook joint observations with the childminder and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their young child who is in the early years age range. They live in the London Borough of Wandsworth. in Richmond in Surrey. All of the childminder's home is accessible to children and there is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has a pet cat. There are currently six children on roll who attend a variety of part-time and full-day sessions. Five children are in the early years age range.

What the setting needs to do to improve further

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

- strengthen the processes for sharing children's achievements with parents by providing further information about whether children's development is typical for their age, given their starting points.

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 interesting activities and outings that effectively meet the needs of the children attending. She ensures that children have time for indoor and outside play. This includes a good balance of free-play and adult-led activities along with regular outings in the local community. The childminder knows the children very well. She shows a strong commitment to finding out about children's individual needs. As a result, children are happy and settled in the childminder's care. Children are making good progress as the childminder plans activities that effectively promote all seven areas of learning. The childminder is developing her systems of assessment. She makes accurate and detailed observations of children during play. She links her observations to the areas of learning and identifies children's next steps and interests well. The childminder collates her information about children's progress and writes reports to share with parents. However, the childminder does not make full use of these processes to provide parents with further guidance about whether children's development is typical for their age, given their starting points, in order to support their learning at home. The childminder has systems in place to complete the progress check for children between age two and three years old. The childminder has a very positive approach to working with parents and other agencies to support children's developmental needs. For example, she implements specific strategies to support children's communication and language development.

Children effectively develop their independent learning skills as the childminder

encourages them to move freely and make choices during play. She supports children well by talking to them about what they are doing and asks them questions that make them think. The childminder helps children to learn new words as she names objects and toys with the children. She also displays photographs of children around the home and uses these to stimulate conversations about their outings and activities. The childminder listens attentively to children and positively supports their attempts at speaking. As a result, children's communication and language skills are developing well in relation to their starting points. In addition, children enjoy singing and using the electronic microphone. Children develop their literacy skills well. They go on regular outings to the library and attend children's groups where they join in the story and rhyme-time sessions. They also enjoy looking at books independently. Children effectively develop their mathematical skills because the childminder encourages them to count and uses mathematical language during play. For example, she asks children if they want to play with big or small balls and how many pieces of fruit they would like at snack time. The childminder actively encourages children's interest in nature and the world around them. They go on frequent outings in the local community to local parks and the wetlands nature reserve. Children keenly look at spider webs with the childminder and enjoy running and kicking in the leaves. They use nets and magnifiers to find insects and interesting things, and then enjoy looking at them closely with the childminder. Children effectively develop their creative skills by using a variety of art and craft materials. For example, they enjoy painting, sticking, drawing and making things with modelling dough. They play imaginatively during dressing up activities and play with dolls. The childminder plans a good variety of activities, which promote children's physical development well. For example, they use a range of climbing equipment in the outside play area in the communal gardens and enjoy running around and using bats and balls on the sports courts. Children show good control as they kick and throw the balls to each other and the childminder. They also go on outings to the soft play centre where they climb and balance in a safe environment. Children enjoy a good balance of activities throughout the day, enabling them to be purposefully engaged in play that effectively extends their learning. These skills help prepare them well for their future stages in education.

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

The childminder establishes good relationships with her minded children within a short space of time. Children respond well to the daily routines and freely approach the childminder when they need support. This shows that they feel safe and comfortable in her care. The childminder supports children well in meeting her behaviour expectations. For example, children generally play well together and the childminder is calm and consistent in helping them to learn to share and take turns during play. The childminder encourages them to be kind to each other and manages their behaviour in a positive way. She understands children's individual personalities and encourages children who are less assertive to make their own choices. The childminder supports children in learning about safety while on outings, such as road safety and staying close together while walking and running around in the park. Children also participate in regular evacuation drills so that they know what to do in an emergency.

The childminder shows a high regard towards promoting children's good health. She provides a balanced menu of home cooked meals that includes lots of fruit and vegetables. Children enjoy the variety of meals and confidently make choices between the foods that they like to eat. They also develop healthy eating habits as they participate in regular cooking activities, which enable them to try different ingredients and types of foods. The childminder has a good knowledge about children's dietary needs. She works well with parents to support children's self-care skills, such as potty training. In addition, the childminder encourages children to put on their coats, hats and sort out which boots belong to them. The clear system of routines and a balance of free-play and adult-led activities provide a strong base for children to learn to be independent. This effectively helps to prepare children for their moves on to their next stage of learning or to school. The childminder ensures that children have plenty of opportunities to participate in outdoor play and gain regular fresh air and exercise. This promotes their understanding of healthy lifestyles well.

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

Good systems are in place to help safeguard children and promote their welfare. The childminder has attended a safeguarding training course and has relevant safeguarding procedures in place. She has a strong understanding about what to do if she has any concerns regarding children's welfare. The childminder uses a broad range of good quality policies and procedures, which she shares with parents. She further promotes children's welfare as she maintains accurate records and thorough documents relating to the children in her care. The childminder shows high regard to promoting children's safety. For example, she meticulously uses safety equipment such as stair gates, travel-cots and sleep monitors. She conducts regular risk assessments of her home and always prior to any outing.

The childminder maintains and organises her home well, ensuring it is a safe, welcoming and stimulating environment for children to enjoy. She has an extensive range of toys and books that are suitable for the age range of children attending. Children are able to make choices during play because toys are stored at low level and easily accessible to them. The learning environment is inviting with a broad range of posters and information displays. This ensures that parents have a good knowledge of the activities, outings and menus that the childminder plans. Additional photographic displays inform parents about the activities and events that their children participate in during their time in the setting. Children also like looking at these displays, which include individual posters with photographs and information about their likes and favourite things. This positively enhances their self-esteem and sense of belonging. The childminder works closely with parents and other agencies to support children's additional needs. She provides regular progress updates for parents by completing daily record sheets with information about the events of the day.

The childminder actively seeks the views of parents through questionnaires. Parents report that their children are happy in the childminder's care. They appreciate the childminder's enthusiasm and flexibility. Parents particularly like the good levels of communication,

through the daily information sheets and conversations about their children's progress. Parents comment that children really enjoy the variety of different activities that the childminder provides.

The childminder provides good quality educational programmes, which strongly reflects the needs of the children attending. As a result, children are making good progress in all areas of learning. The childminder has completed a thorough and accurate self-evaluation, showing that she is aware of her strengths and the areas that she plans to improve. She takes responsibility for her own personal development and researches areas of childcare and development that support her own learning and help to improve her practice. The childminder has made a very good start in her childminding service. She shows a strong commitment towards driving forward the continuous improvement of her provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461072
Local authority	Wandsworth
Inspection number	918759
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	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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