

Inspection date

Previous inspection date

01/05/2014

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

- Children's individual needs are well met because the childminder works closely with parents and constantly adapts her approach to children's care according to how they feel.
- Children make good developmental progress because the childminder knows them well and dedicates her time to promoting their learning.
- Children develop good communication skills and are starting to use new words and sounds; the childminder values what they say and builds their vocabulary by giving them choices and talking to them in a positive way.
- The childminder forms close relationships with children and gives them lots of reassurance during group outings, which helps them develop good self-confidence and independence during their play.

It is not yet outstanding because

- The childminder has not extended the range of media accessible to children to further promote their sensory development.
- The childminder has not extended the range of resources available to promote children's growing awareness of similarities between themselves and others in society.

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 indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records and discussed self-evaluation.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Twickenham in the London Borough of Richmond-upon-Thames. All areas of the house are used for childminding purposes. There is a garden available for outdoor play. The childminder walks to local schools to take and collect children. The childminder attends local groups. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three children in the early years on roll. The provision operates from Monday to Friday for most of the year. The childminder also offers places to children from the end of the early years to 11 years.

What the setting needs to do to improve further

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

- provide a wider range of media to further promote children's sensory development
- extend the range of resources available to promote children's growing awareness of similarities between themselves and others in society.

Inspection judgements

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

The childminder meets children's individual needs well. She focuses on promoting children's learning and makes good use of observation and assessment to help them reach expected levels of development. She spends considerable time engaging in purposeful dialogue with children and provides a wide-range of activities and experiences, which motivate them in their play. Consequently, children are keen to explore the resources, make good progress and develop the skills they need for their future. They really enjoy listening to the childminder using musical instruments and laugh with pleasure as she plays to them loudly and says, 'Stop'. The childminder makes the most of spontaneous opportunities to promote children's concentration. She responds to children's enjoyment of outings to soft play facilities and watching vehicles while being outdoors. As a result, she plans regular outings in the local environment. The childminder talks to children constantly and has started to give them choices during their play, which encourages them to communicate successfully. Children initiate the same imaginative games frequently, for example, where they lie on the chairs, pretend to go to sleep and wake up. The childminder responds to children's enthusiasm and uses similar words during the games, which children have started to copy. Consequently, younger children are starting to talk clearly and say a few words, including simple two-word sentences. The childminder recognises children's emerging language development and responds in a positive way. She

appreciates their efforts when they show their understanding of new words and phrases. She sings nursery rhymes with children that successfully develops their ability to listen and understand as they copy the actions. Children show good hand to eye coordination while pressing buttons on response toys. The childminder promotes children's small muscle development further by providing activities such as drawing, and dried noodles with cars and containers for them to fill and empty. Children develop confidence as they hold the childminder's hand and learn to go up and down slides. The childminder provides many wheeled toys that children use to improve their balance and quickly learn to walk. Children continue to enjoy using these resources and develop steering and manouvring skills as they use toy shopping trolleys and dolls' buggies. They use a bouncy castle at soft-play facilities and show confidence as they jump independently. The childminder involves parents successfully in their children's care and learning through regular discussions and the use of a daily diary, which includes information about activities and children's care. She gets to know children quickly by encouraging parents to share information about their children's learning and development at home.

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

Children are well behaved and cooperative and are starting to learn how to manage their feelings when they are asked to share the toys. The childminder teaches children to be polite and they often say, 'Please' and 'Thank you' voluntarily. Children are very kind to others and are aware of their needs. Children develop good self-confidence when attending group settings because the childminder takes them to toddler and music groups. They now separate from her easily and show independence during their play. They have a good relationship with the childminder who gives them lots of cuddles and reassurance. She stays close to children during these outings so they feel secure and can return to her for help when needed. In good weather, children play with sand and water in the childminder's garden. Although the childminder is aware that children are ready to explore a wider range of media, she has not yet made a variety available indoors to promote further their sensory development. Children's good health is well promoted through lots of opportunity for them to play outdoors. The childminder works closely with parents to meet children's individual dietary needs. She acts on information they provide to gradually re-introduce certain food to children where allergies have changed as they become older. Children are willing to try new food and have started to overcome a reluctance to eat different textured food. They are provided with homemade meals and lots of fresh fruit at snack time. The childminder provides children with good support to manage their personal needs such as dressing themselves. Children have access to a good range of indoor and outdoor play equipment stored in well-organised boxes in the main play areas. The childminder rotates the resources and makes sure they are relevant to children's interests. The childminder joins in children's play sensitively, fits in with their ideas and encourages them to show her what they want to play with. Children are beginning to learn about their own safety. They know to hold hands when walking from the childminder's house to the car and to hold onto the safety gate to use the step from the kitchen to the dining room. The childminder treats all children equally and fairly. She strives to give children equal attention during their play and makes sure they have the same opportunities to use the toys available. The childminder has some resources that reflect diversity such as books

and play figures, although she has not extended what is available to further promote children's awareness of diversity. Children move smoothly between the childminder's home and other early years provision because the childminder meets their emotional needs successfully.

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

The premises are safe and secure. The childminder uses risk assessments effectively in practice to reduce hazards according to children's individual needs and stage of development. She re-assesses the safety of any new equipment she provides, for example, a new slide she has recently made available in her garden. Children are well supervised. The childminder understands and meets the requirements of the Early Years Foundation Stage. Since registration, she has identified future training she would like to attend to enhance her good knowledge of activity planning and assessment of children's progress. The childminder monitors the success of activities and adapts her approach to meet children's individual needs. She uses learning and development guidance and children's individual interests to promote their learning and provide them with challenging activities. Her self-evaluation process is good. The childminder uses questionnaires to seek parents' views about the quality of the provision, which show they are very happy with the care of their children. Since registration, the childminder has made improvements to the provision. She has become more organised before school runs so there is enough time to give new children individual attention when they are settling in. She knows the children really well and uses this knowledge to adapt the environment and her practice according to their feelings and behaviour. For example, she now prepares meals in advance to allow her to stay close to the children. The childminder has a good knowledge of the strengths of her provision. For example, that she meets children's emotional needs successfully, observes their progress effectively, has a very enthusiastic approach and challenges children to help them reach their full potential. The childminder has clear future aims to drive improvement. For example, she plans to extend the resources currently available to children by providing them with more variety. Partnership with parents is good. The childminder talks to parents everyday and shares information about children's individual needs. She has started to establish good communication with other early years provision that children attend to provide continuity in their care and learning.

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	EY469902
Local authority	Richmond upon Thames
Inspection number	940196
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
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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