

<b>Inspection date</b>	22/10/2014
Previous inspection date	06/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 take part in a wide range of activities and experiences that stimulate and challenge them. They make very good progress in their learning in relation to their age, starting points and capabilities.
- The childminder supports children to establish strong attachments with her and the assistants, which promotes their sense of belonging and security. Consequently, the children are happy and settled in their care.
- The childminder takes appropriate action to minimise potential hazards to children. As a result, children are cared for in a safe and secure environment.
- The childminder and her assistants are committed to developing and improving the provision. They monitor their practice closely through self-evaluation and take positive steps to ensure positive outcomes for children.

#### **It is not yet outstanding because**

- The childminder does not provide a broad range of books, songs and nursery rhymes in all children's home languages to support their language development.
- The childminder has not provided opportunities for children to see print, pictures and labels within the environment to develop their understanding that print carries meaning.

## 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 had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed childcare practice and opportunities provided to the minded children that were present.

## Inspector

Patricia Edward

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and one child within the early years age range. Their home is in Richmond, located in the London Borough of Richmond upon Thames. All areas of the home apart from the ground floor front room are used for childminding purposes. There is a small enclosed garden for outdoor play. The childminder employs three assistants and works with one or two assistants, depending on the numbers and ages of children she is caring for on a daily basis.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, who attend on a full and part-time basis and are all in the early years age range. The childminder offers care from Monday to Friday all year round.

### What the setting needs to do to improve further

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

- develop the use of children's home languages in the setting to enable all children to extend their language skills, value their heritage and enjoy languages other than their own
- increase opportunities for children to observe print, signs and labels within the home to support their literacy skills.

### 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 how to support children's individual learning through play. Together with her assistants she creates and provides a stimulating environment, offering one-to-one time with children to extend their learning. Children have access to a good balance of adult-led and child-initiated activities. As a result, children are making good progress and are prepared for the next stage in their learning or the move to school. The childminder ensures she obtains detailed information about each child's abilities, interests, likes and dislikes. This enables her to provide high quality individual care based on children's starting points for learning and specific needs.

Children's communication and language skills are developing very well. The childminder and her assistants constantly engage in conversation with the children throughout the day. They repeat babbling with babies and provide running commentary during activities. They ask open-ended questions that help to extend the children's vocabulary and

conversational skills. There are a number of children in attendance who are learning English as an additional language. The childminder learns important key words in their home language. However, she has yet to fully incorporate resources that reflect all the languages children learn within her setting. As a result, not all children access stories, nursery rhymes, and dual language books that reflect their home language to support their developing skills in speaking English and their home language.

Children's literacy development is suitably encouraged. They are developing a love of books through regular story times throughout the day. Books are stored well at children's level to further develop their interest and independent choice. However, the childminder has not yet provided constant opportunities for children who are interested in letters and print to see labels, signs and pictures within the environment. This hinders their learning about how print and words carry meaning.

Children's understanding of the world is fostered very well. The childminder uses her knowledge of technology well to encourage children's confidence, concentration and learning in this area. There is a good range of equipment in place for this, such as tablet computers with a wide range of educational applications. Children confidently use their fingers on the interactive screen to match letters and create words. Younger children show skill in making toys work by posting items into slots or pressing buttons to achieve effects such as sounds or movements. The children are all developing an understanding of themselves and other people in the community by acknowledging a range of festivals that include Chinese new year, Christmas and Diwali.

The childminder and her assistants regularly complete observations of children's development and achievements. The childminder takes the lead in transferring these observations into learning journals, trackers and assessment reports. This system enables the childminder to monitor children's progress effectively. She uses her observations well to enable her to plan the next steps for each child's learning.

Parents are fully involved with their children's education. The childminder informs parents about how to further support their children's learning at home to build on children's progress through good partnership working. She is fully aware of her responsibility to complete the progress check for two-year-old children and she works closely with parents to compile these reports.

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

Children enjoy a warm and close relationship with the childminder and her assistants. As a result, they are confident when exploring their play and environment. Children clearly enjoy being in the company of the childminder and her assistants. They confidently approach them for reassurance, cuddles and support.

The children have access to a good range of play materials and resources in all areas that they access. There is a good selection stored at children's level to encourage children to freely select toys and direct their own play. Children's personal and emotional

development is fostered very well as the childminder organises daily trips to playgroups and soft play sessions. This develops children's social skills by allowing them to engage with a wider group of children. The childminder manages behavior positively through using praise and encouragement and is consistent in her approach. She has regular discussions with her assistants about behavior management to ensure children are provided with a consistent approach. The childminder works with the parents to find out children's likes and dislikes before they start to help them to settle in with her. She also finds out about their care routines so that she can meet the children's individual needs well and in a consistent way. This helps children to quickly settle and develop their confidence. Children are constantly praised throughout the day, all of which encourages and develops their self-esteem.

Children are encouraged to develop healthy lifestyles because the childminder and assistants follow effective hygiene routines and practices, which reduces the risk of cross infection. For example, children wash their hands before meals; adults throw away dirty tissues after use, and wash their hands after each nappy change. Children's physical development is fostered well. They benefit from routines that enable them to enjoy regular fresh air and exercise daily. Children learn about healthy lifestyles as they enjoy a very nutritious diet that includes home-cooked meals prepared by a trained chef. Menus are exceptionally diverse and consist of meals such as chicken curry and vegetable basmati rice, lamb stew with pumpkin and bread roll and semolina roll stuffed with spinach, ham and creamed carrots. Children enjoy fresh fruit and vegetables daily, to support their good health. Lunch time is a social occasion where younger children sit at dining table in age-appropriate chairs for their safety.

The childminder gives appropriate priority to children's safety and well-being. Her home is safe and secure as she undertakes daily checks and regular risk assessments. Children are developing a good understanding of keeping themselves safe. They practise regular fire drills which one of the assistants takes the lead in completing. This allows the children to learn about what to do in an event of an emergency.

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

The childminder has a good understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She has implemented robust systems for the recruitment and vetting of assistants to ensure children are cared for by suitable staff. She also implements safe practices so that children are not left unsupervised with unvetted assistants. The childminder and assistants have informal meeting on a daily basis to discuss roles, responsibilities and the needs of the children. The childminder effectively monitors assistants' performance through regular supervision as well as annual appraisals. During these sessions they discuss children's progress and the assistants' training needs, to help to drive further improvement in meeting children's needs.

The childminder and her assistants have a good understanding of the learning and

development requirements. They work closely together to monitor children's progress and plan well to ensure children are continually challenged within the learning environment. This enables the childminder and her assistants to adapt activities and plan according to children's individual learning style as well as their needs. The childminder and her assistants constantly reflect on their practice and review the provision to evaluate what they can do better. This demonstrates the childminder's commitment to continuous improvement. The childminder has a positive attitude towards training to develop her practice and enhance outcomes for children. Since her last inspection she has updated her knowledge of the Early Years Foundation Stage through completing additional training.

Partnership with parents is effective. The childminder has implemented a wide range of policies and procedures that are in line with requirements. These are shared with parents to keep them informed of the childminder's practice. Effective procedures are also in place for keeping parents informed of their child's progress and development. They have regular access to their child's learning journeys, development trackers, artwork and daily diary sheets. Parents are encouraged to contribute to the evaluation of the childminder's setting and they complete parent feedback forms. These contain positive feedback and comments such as 'Your service is warm, friendly, caring and knowledgeable' and 'my child is very happy, not sure she could be much happier'. The childminder's effective communications result in a good two-way flow of information, and provide continuity in the children's care and learning experiences.

### **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. 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

<b>Unique reference number</b>	EY465833
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	976970
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/05/2014
<b>Telephone number</b>	

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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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