

Inspection date	04/10/2012
Previous inspection date	15/12/2011

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 settled and show confidence and self-esteem. Children have a good relationship with the childminder and enjoy their time at the setting.
- The childminder provides children with a positive learning environment both indoors and outside. The good learning programme promotes routines and a safe environment for children.
- Children's communication and language is progressing well as they continuously learn new vocabulary through listening attentively to stories and the childminder talking to them.
- Partnership with parents is effective, supporting children's learning and healthy development.

It is not yet outstanding because

- Children are not always encouraged to share.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 of child-initiated and adult-led play.
- The inspector viewed all children's individual records and progress checks.
- The inspector spoke to children.
- The inspector spoke to the childminder using the development matters and progress checks.
- The inspector reviewed the childminder's self-evaluation and parental questionnaire.

Inspector

Janet Williams

Full Report

Information about the setting

The childminder registered in 2006. She cares for children in her parents' home which is situated in a residential area in Clapham Park in the London Borough of Lambeth. It is close to parks and public transport links. She is currently minding three children in the early years age group. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She takes children to and from

the local school.

What the setting needs to do to improve further

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

- develop further strategies to teach children to share, for example, to learn that some things are theirs, some things are shared, and some things belong to other people.

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 promote children's learning and healthy development. She makes comprehensive written observations to assess children's individual learning needs and uses Development Matters in the Early Years Foundation Stage to check their progress. She uses this information to plan for the next steps in their learning. As a result they make good progress towards the early learning goals. This helps them to learn skills for the future and to prepare for the next stage in their learning.

Children enjoy play opportunities that are interesting and challenging. The education programme provides good opportunities for children to explore and to be active and physical in their play. Children enjoy arts and crafts using a wide range of materials and media. This enables them to be creative and use their imagination with various coloured paint, tissue paper and wool. Children have created an autumn scene which is on display to share with each other and to show parents what they have done. Organised activities allow children to participate in small groups. For example, they enjoy singing songs and rhymes together and playing musical instruments, such as shakers and tambourines. Children have established a good relationship with the childminder. They show affection with kisses and cuddles. Children enjoy books and handle them carefully. They spend time reading and looking at books with adults and relate to characters by looking at the pictures and asking questions. This contributes to their communication and language skills, which are developing well. Children enjoy a broad range of practical activities, such as cake baking, which promote an understanding of measurement through counting and weighing out the ingredients.

Children develop their understanding of the world through topics and themes. They collect leaves, flower petals and conkers when outside, to contribute to their expressive art work. Good daily routines allow children to have plenty of opportunities to explore outside through making good use of the outdoor play area and local parks. In addition, children are able to engage in a good range of physical activities that help keep them healthy. For example they manoeuvre bicycles, tricycles and sit-and-ride toys. Planned activities help

children to learn about themselves, each other and the world around them. They find out about different faiths, the languages that people speak and the costumes that they wear.

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

Children show confidence and are motivated to learn. The childminder interacts well with them, which effectively supports their learning and development. There is a good range of resources and play materials suitable for all ages which cover the seven areas of learning. These help children to make good progress and are arranged to enable children to make independent choices about their play. She teaches children how to keep themselves safe both indoors and outside. Children explain to the inspector that when they are out and about that they must stop, look and listen before crossing the road. The childminder has generally effective behaviour management strategies in place which help children learn the boundaries of right from wrong. However, sometimes children want the same toys and are not always fully encouraged to share them.

The safe environment and the childminder's caring approach provides children with good opportunities to develop their confidence and self-esteem. The childminder is vigilant about keeping children safe. Regular risk assessments carried out both indoors and outside minimise hazards and accidents. The childminder carefully considers children's individual dietary needs and requirements. Good menu plans show that children enjoy a varied range of healthy options. Children eat a range of fresh fruit and have fresh drinking water at regular intervals throughout the day. They practise good hygiene routines. They are independent with regards to their personal care. For example, they know that they must wash their hands after using the toilet and before meals.

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 is fully aware of her duty of care. She demonstrates a good knowledge of issues surrounding safeguarding and protecting children. She knows how to proceed if she has concerns about a child in her care. This supports children's well-being.

The childminder is clear about her strengths and weaknesses. She has a comprehensive self-evaluation system in place to help ensure continual improvement in the outcomes for children. She has a good understanding of the learning and development requirements. She monitors the effectiveness of the educational programme by reviewing children's progress and identifying any gaps in their learning. All documentation required for the safe and effective management of the service is in place. This contributes to the welfare of children. Children's details include mandatory information and the childminder obtains parental permission for emergency medical treatment, outings and administering medication.

The good partnership established with parents and other settings that children attend

contribute effectively to children's learning and development. Parents give positive feedback through completing a questionnaire. Children's profiles are regularly shared with parents to enable them to contribute to their children's progress and to continue their learning at home. In addition, prior to children starting, the childminder completes an all about me record form with parents. This enables her to know what level children are at when they start and plan appropriate and suitable activities according to their interest and learning needs. The childminder works with other settings that children attend to help ensure a shared approach to children's 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	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. 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	EY356671
Local authority	Lambeth
Inspection number	772200
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	15/12/2011
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 that are usually their 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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