

<b>Inspection date</b>	12/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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**

- All children, including those who speak English as an additional language, make good progress in their early communication skills through constant interaction with practitioners.
- The manager is dedicated to improving her provision. She motivates practitioners and they give her their full support and act as good role models for children. They work effectively as a team and use clear guidance to support children's good behaviour.
- Children enjoy their time playing in a safe, secure setting. They have a range of stimulating resources in both indoor and outdoor play areas.
- Parents and carers receive good information about their child's progress. Parents value the daily feedback forms which allow them to be kept informed of what their child is doing and of their achievements.

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

- Practitioners do not consistently support older children's independence, particularly at snack times or extend uninterrupted periods of play to allow children to finish their activities to their own satisfaction.

## 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.

## Inspection activities

- The inspector observed activities in the two playrooms and outside play areas.
  - The inspector looked at children's learning profiles together with planning documentation.
  - The inspector checked the evidence of suitability and qualifications of practitioners working with the children.
  - The inspector talked to staff and held meetings with the manager during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, as well their responses in questionnaires that were prepared by the setting.

## Inspector

Gillian Cubitt

## Full Report

### Information about the setting

The provider initially registered as a childminder in 2010 and re-registered as childcare on domestic premises in 2012. The setting is in Norwood, which is in the London Borough of Lambeth. It is close to local parks and schools and there are parking facilities nearby. Children use two downstairs rooms plus one room on the first floor, which is a babies'

sleep area. There is a garden for daily outside play. Children access the garden by a flight of internal stairs. Children also go on outings in the local area to parks and libraries.

The provision is registered on the Early Years Register. It is open from 8am to 6pm Monday to Friday for 45 weeks of the year. The setting closes for four weeks during the year. The setting currently has 12 children on roll. The setting provides funded early education for two-, three- and four-year-old children

There are four adults who work with the children. Of these, two hold a relevant childcare qualification. One member of staff is working towards a qualification in childcare at level 3. The manager is currently working towards a Foundation Degree in Early Years. She is also working towards a qualification in Leadership and Management at level 5. Some members of staff speak Portuguese and French as well as English.

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

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

- give more time for children to pursue their learning to their own satisfaction without interruptions to comply with daily routines such as snack times and set activities
- review arrangements for snack time to further encourage older children's independence and increase responsibilities, for example, by allowing them to pour their own drinks and serve their own food

### **Inspection judgements**

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

The educational programme for babies, toddlers and young children is good because the manager and her practitioners provide many stimulating activities that interest children. They obtain babies' routines from parents, likes and dislikes, as well as children's starting points, determining what they can already do. This helps practitioners settle children as well as providing them with new experiences that challenge their learning and development. Practitioners show they have a good understanding of how children learn and closely monitor their progress towards the early learning goals. They effectively use the guidance for the Early Years Foundation Stage to help children make good progress in relation to their starting points. As a result, children are reaching expected levels in their learning and development consistently in most areas. In some areas, they are exceeding these levels, especially in communication and language for speaking. Children whose first language is not English begin to develop good speaking and understanding. Babies and toddlers benefit from constant interaction. They respond to the lively sounds of music in

the setting, the singing of the practitioners and they play with various interactive toys and musical instruments. Children and toddlers eagerly clap their hands to rhythms while counting to five. Other joint activities with different age groups include the glowing lights session. All children show fascination as they follow the coloured beams that practitioners reflect on the ceiling. Older children like to chase the beams while some prefer to lie down to watch the different shapes and colours above. Babies also participate with their senses being stimulated as they reach to feel the glowing fibre optic colours and bouncing lights. The garden toys, which include different sizes of balls and hoops as well as cars, scooters, swings and slides, help children's physical development. Babies begin to develop early coordination in their physical skills as they follow rolling balls and older children demonstrate their ability in throwing basketballs into the net. Practitioners actively play with the children while praising their achievements. However, the routine of snack time and other set activities do not allow children sufficient opportunities to pursue their learning to their own satisfaction. At these times children's play is interrupted and they are asked to pack away the toys when they have not yet completed their chosen task. Practitioners prepare and serve meals, but do not allow older children to pour drinks and serve food to help extend their confidence and growing independence further.

The manager has embraced the process of assessment for children. She ensures that practitioners complete observations of the children to help them plan appropriate activities. She has also put in place the formal assessment for the two-year-old check. By sharing the children's achievements with parents they establish a good working partnership in deciding the areas that need more attention. This provides a firm foundation for children's next stages in their learning.

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

Children benefit from playing in an environment where there are only 12 children at any one time. This enables all staff, not only the key person, to form secure attachments with the children. Babies and very young children settle quickly because of the warm welcome they receive. The key person develops strong bonds with babies by ensuring their routines are uninterrupted, especially during the early stages of settling into their new environment. Practitioners are good role models. They follow inclusive practices in helping children to learn to play cooperatively with others, sharing their toys and being polite. Older children learn to give crawling babies space to move safely. The emergency evacuation exercise is a regular activity that reminds children of their own safety in the event of a fire. Children tell their parents what they do when the bell rings and why they leave the setting demonstrating their awareness of how to stay safe.

Children progress well because they have fun in well-resourced play areas giving them a broad range of experiences. They look forward to their outside play where they play on a range of equipment that helps develop their coordination and physical skills. Children play safely while learning how their bodies benefit from healthy exercise, running, hopping and jumping. Practitioners talk to children about drinking plenty of water and eating fresh fruit and snacks. Children enjoy the social experience of sitting with their friends to eat home-cooked meals. Children learn personal hygiene through daily routines. Practitioners happily

chat to babies on the nappy changing mat who smile with pleasure and feel included as well as enjoying the feeling of comfort and cleanliness. Older children's self-help skills are generally developing well as they address their personal hygiene needs and dress themselves. This helps them to prepare for school and gives them the fundamental skills required to aid smooth transitions.

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

The manager shows a clear lead in driving improvement, forging an effective team approach with all staff. Self-evaluation is generally accurate and there are good systems for planning and assessment of children's progress. By overseeing, the monitoring of children's progress is consistent, together with the planning of appropriate activities for different age groups. The practitioners have appraisals and their training needs are identified. New practitioners also feel welcomed and the manager supports them to gain clear knowledge and understanding of the settings policies, practices and procedures.

Children are safe because practitioners understand the procedures to protect them. The safeguarding policy supports practice and is currently under review to include all the required changes to the safeguarding requirements under the revised Early Years Foundation Stage. All practitioners have Criminal Records Bureau clearance and identity checks are carried out on visitors. Children's documentation and records are accurate, which helps ensure their well-being and safety. The setting tackles discrimination and promotes equality well. There is a good approach to learning for children and families from different cultures, which leads to play programmes being diverse and inclusive for all children.

The strong partnership with parents means that they feel involved and able to contribute to their child's learning. Parents remark on their preference for the 'smaller group' where children feel comfortable in the warmth and friendliness of staff. Parents give their views through discussions and questionnaires. The manager then uses these effectively to develop the setting's practices. There are good links with other professionals and agencies that are involved with the children. This means that children receive the appropriate support they need to help them build strong foundations in their early years.

**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.
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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

<b>Unique reference number</b>	EY444729
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	785993
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable

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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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