

Inspection date	19/02/2013
Previous inspection date	16/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy strong relationships with the childminder. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- The childminder monitors her provision effectively, assesses areas to work on and attends further training, which benefits the children.
- The childminder provides a very good range of resources and experiences to promote children's learning well in all areas of learning.

It is not yet outstanding because

- The childminder does not yet know key words in children's home languages, which means she does not fully support children learning English as an additional language.

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 the children's play and interaction with the childminder.
- The inspector talked with the childminder and examined documentation including a sample of children's records, developmental plans and self-evaluation.

Inspector

Rebecca Hurst

Full Report

Information about the setting

The childminder lives with her husband and her adult daughter. The childminder's husband is registered as an assistant. The property is a house, situated in a residential road in SE12. Children use the ground floor living room as the main play area. Sleeping and toilet facilities are available upstairs. The property is close to local schools, shops, park and public transport services. There is a fully enclosed garden available for outside play. The family has no pets.

The childminder was registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight

children on roll and of these three 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:

- work with parents to support children's home languages by learning key words to support their vocabulary.

Inspection judgements

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

Children are happy and settled in the care of the childminder. They have secure bonds with her, which builds their self esteem and their confidence. Children enjoy snuggling up to the childminder for cuddles, reassurance and support. The childminder does not fully support children's home languages as she has not obtained key words from parents. However, she effectively uses nursery rhymes, explanations and praise to help develop children's communication and language skills.

Children enjoy playing with resources that promote their understanding of technology. They press the different buttons on the toys and react to the sounds that they hear. They act with mock surprise when a dog barks and say 'dog' when the childminder asks them what it is. The childminder is able to use open-ended questions to encourage the children to think about what they are doing and respond to her interactions. The childminder effectively extends children's learning. For example, when they show an interest in drawing, she encourages them to name the different colours they are using. This helps her to identify the colours that children already know and plan future activities to further develop their learning.

Planning is effective in meeting the children's individual needs. The childminder uses her well written assessments to monitor children's progress and plan the children's next steps in learning. She uses these to inform her planning to further progress children in their learning and development. The childminder tracks the children's progress using developmental milestones to assess where they may need support to close any gaps in their learning and development. Given the children's starting points they are making good progress in their learning and development and gaining the skills they will need for their future learning.

The childminder is fully aware of her role in completing the required progress check for

children aged two and sharing the summaries with their parents. The childminder takes time to talk with the parents about what they are doing with the children at home and uses this information in informing her planning to extend the children's learning. The childminder also looks to see what the local nurseries are planning with the children and enhances this further at home. This allows the children to progress further and provides continuity of care and learning for them.

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

The childminder works well with the children to teach them the importance of a healthy lifestyle. For example, children have daily opportunities in the childminder's home and in local play groups to enhance their physical development. They enjoy playing on rocking toys that they need to learn coordination skills in order for them to move. The childminder also teaches the children the effect exercise has on their bodies and the importance of having a rest.

The childminder uses resources well to promote all areas of learning and stores these well so that children can help themselves to what is available. This promotes the children's independence skills. The childminder is consistent in her approach to behaviour management. She takes time to talk to them about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

The childminder works well with the parents to provide healthy food that meets the individual needs of the children. She finds out their likes and dislikes and uses this information to plan meals. The childminder works with the children to try new and interesting meals, such as home-made curry, so they can experience different foods from around the world.

Children learn about keeping safe through the childminder's effective support. For example, she teaches them about road safety and enables them to participate in regular fire drills. These help children to understand what to do in an event of an emergency. The childminder works with the parents and children to settle them into her home. She looks at the children's interests and uses these to settle them in. The childminder works with the children to prepare them for school. Children go with the childminder on school and nursery runs and they get used to seeing the staff and the environment. The childminder also teaches them how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this transition.

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

The childminder has a good understanding of child protection and how to safeguard the children in her care. She is fully aware of who to report any concerns to and what she needs to look out for. Detailed risk assessments are in place and the childminder also carries out daily safety checks to make sure the learning environment is safe for the

children. The childminder understands her role in meeting the safeguarding and welfare requirements.

The childminder understands her responsibility to meet the learning and development requirements. She plans and provides a good range of experiences for children in all areas of learning and monitors their progress well. As a result, they make good progress. The childminder's self-evaluation process is strong. She involves the parents by gathering their views on the service she provides. She also assesses the activities to make sure they are meeting the children's individual needs. The childminder uses the children's participation in activities to gauge their interests and what needs adapting to meet their individual needs. The childminder is responsive to the users of the service that she provides. She attends various training events to enhance her practice and effective outcomes for children. The childminder evaluates the planning to make sure it meets the learning and development needs of the children that attend.

The childminder works well with the parents and regular shares information with them about the progress their children are making. She provides daily feedback and works with them if she has any concerns about their children's development. The childminder also works well with the other settings the children attend. This provides continuity of care and learning for the children.

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	EY376675
Local authority	Lewisham
Inspection number	838166
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	16/12/2008
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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