

Inspection date

Previous inspection date

02/05/2013

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

- The childminder has a secure knowledge of children's stages of development, resulting in them making good progress.
- 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

- Routines at lunch time leave children with little activities to keep them occupied when moving between eating and play areas. As a result they become restless.
- The use of music distracts children from being able to hear the conversations with the staff during meal times, resulting in less conversations.

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

Inspector

Rebecca Hurst

Full Report

Information about the setting

The childminder registered in 2011. He regularly works with an assistant in the London borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the assistant's home is used for childminding, with the exception of the master bedroom on the second floor. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- keep background noise to a minimum e.g. music or radio, to allow children to hear conversations that are happening in particular at meal times
- organise routines after meal times so activities are readily available for children to play with to prepare them ready for sleep times.

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 him and his assistants, which builds their self esteem and their confidence. Children enjoy snuggling up to the childminder for cuddles, reassurance and support. The childminder fully supports children's home languages as he has obtained key words from parents. This helps to enhance their learning of English. The childminder also effectively uses books and songs, explanations and praise to help towards the development of children's communication and language skills. However, during meal times the use of music distracts the children. Although the childminder and his assistants sing along to the music and talk to the children, they are distracted and do not listen to them. As a result, there are missed opportunities to enhance further children's understanding of healthy lifestyles.

Planning is effective in meeting the children's individual needs. The childminder uses his well written assessments to monitor children's progress and plan the children's next steps in learning. He uses these to inform his 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 his role in completing the required progress check for children aged two and sharing the summaries with their parents. He sits down with the parents to discuss the children's stages of development and the areas he is currently working on. They work together to look at any worries and how they can work together for children to meet their milestones.

Children enjoy playing with resources that promote their understanding of technology. They press the different buttons on the toys and react to the bubbles that come out. The childminder is able to use open-ended questions to encourage the children to think about what they are doing and respond to his interactions. The childminder effectively extends children's learning. For example, when they show an interest in playing with shaving foam, he encourages them to make different marks such as letters to represent their names. This helps him to identify the letters they know and plan future activities to further develop their learning.

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 through physical activities. For example, children have daily opportunities in the childminder's home to enhance their physical development. They enjoy playing using large slides and learning coordination skills in order for them to climb the stairs. The childminder also teaches the children the effect exercise has on their bodies, and the importance of having a rest and drinking plenty of fluids when playing in warm weather. The childminder works well with the parents to provide healthy food that meets the individual needs of the children. He finds out their likes and dislikes and uses this information to plan meals. The childminder also works with the parents who provide meals to make sure they are healthy and meets the children's individual needs.

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. However, when children have finished their meals, resources are not set up to allow children to play whilst they get ready to go to sleep. As result, children become restless when waiting for others to finish their lunch before moving to the next part of their routine. The childminder is consistent in his approach to behaviour management. He takes time to talk to children about the importance of sharing and working together. Both assistants also have a secure knowledge of behaviour management and all are consistent in their approach. Given the children's ages and stages of development they behave well.

Children learn about keeping safe through the childminder's effective support. For

example, he and his assistants teach the children about keeping safe when moving between play areas especially when on the stairs. The children also 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 his home. He 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 children 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 his care. He is fully aware of who to report any concerns to and what he 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 his role in meeting the safeguarding and welfare requirements. Both assistants also have a secure knowledge and understanding of safeguarding and their role to protect the children in their care. The childminder monitors his assistants work through evaluations and observations. The childminder also encourages his assistants to attend further education training events to enhance their own knowledge. This is assessed through informal meetings to discuss their work practices. This benefits the children through the effective planning and activities that are being provided. All assistants are registered with Ofsted and suitability checks are carried out to make sure they are suitable to work with children.

The childminder understands his responsibility to meet the learning and development requirements. He 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 works well with the parents and regular shares information with them about the progress their children are making. He provides daily feedback and works with them if he 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 childminder's self-evaluation process is good. He involves the parents by gathering their views on the service he provides. He also assesses the activities to make sure they are meeting the children's individual needs. He works with his assistants to evaluate the service and the care that is being provided. 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 he provides. He attends various training events to enhance his 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 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 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 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	EY425270
Local authority	Greenwich
Inspection number	912137
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
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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