

Inspection date

Previous inspection date

04/06/2013

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 provides stimulating activities for children, which reflect their interests and extend their learning.
- The childminder is committed to improving her provision. Systems for self-evaluation are good and include the views of parents and children.
- Children enjoy exploring an exciting outdoor area, which encourages them to be active and supports their health.
- Effective partnerships with parents, local providers and other professionals have been developed to enhance children's learning.

It is not yet outstanding because

- Systems for observation and assessment are still being developed and therefore do not show the progress children make in their learning over a period of time.

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 held a discussion with the childminder.
- The inspector observed children taking part in activities both indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed all required documentation.
- The inspector observed children during snack and meals times.

Inspector

Sarah Moore

Full Report

Information about the setting

The childminder registered in 2012 and lives with her family in a house close to Shooters Hill, in the Royal Borough of Greenwich. The family has a pet cat. The ground floor and garden area are used for childminding. The childminder provides care from 7.30am to 6pm, Monday to Friday. There are currently four children on roll in the early years age range. The childminder is also 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:

- continue to develop effective systems for observation and assessment of children's learning and development in order to monitor the progress children make and ensure the best possible outcomes for them.

Inspection judgements

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

The childminder provides a wide range of challenging resources and activities for children to explore, which support all the required areas of learning within the Early Years Foundation Stage. For example, children enjoy practising their large physical skills in the garden. Babies enjoy manoeuvring push along toys and crawling through tunnels. Older children say 'watch me' as they have fun climbing up steps independently to use the slide. The childminder effectively promotes children's communication and language skills. During meal times young children learn new words such as 'banana' and 'strawberry' and enjoy singing nursery rhymes in a small group. They sing 'ee, aye, o' to the song 'Old Macdonald has a farm'. The childminder extends their learning by asking 'what other animals are in your song?' She asks children lots of questions as they play and provides them with explanations to develop their understanding. The childminder repeats phrases that young children say to acknowledge their achievements and effectively reinforce their language skills. Children visit local toddler groups regularly to develop their social skills. As a result they play happily alongside each other sharing toys and resources.

The childminder regularly observes and assesses children's learning and has good knowledge of their individual stages of development. Parents contribute to initial assessments of children's development when they first join the provision. This enables challenging activities, based upon children's current interests, to be planned straight away. Children who are new to the provision enjoy visiting the local park to help feed the

animals, which effectively extends their learning using real life experiences and supports their personal interests. Observations show children are making good progress and are developing the skills needed for the next stage in their learning. However, systems to gather and record observation and assessment are still in development and therefore, do not show the progress children make over a period of time. This limits the childminder's ability to consistently plan activities to challenge children to make the best possible progress.

Partnerships with parents are strong. Supportive systems for communication are in place and parents are kept well informed of their child's progress. The childminder encourages parents to be actively involved in their learning by joining in activities and visiting local groups, such as 'rhyme time' with their children.

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

Thoughtful systems are in place to support children's emotional needs when they first attend the home setting, which means they settle in quickly. All children, including babies, feel safe and secure. They show this by confidently exploring toys and expressing their thoughts and needs. Babies develop secure attachments to the childminder, seeking cuddles for reassurance when in the company of unfamiliar adults. The childminder is a positive role model for children. She teaches them to share and be considerate of others feelings. She manages children's behaviour well. All children, including babies, are effectively supported to make choices, be independent and manage their own personal care needs. Babies enjoy joining in with older children to wash their hands in the sink before snack time, with help from the childminder. All children have their own coat peg to hang their belongings. Younger children are given tasks, such as finding their hat from their peg as they get ready to go outdoors. They enjoy these challenges and say proudly 'I found it' as they return to show the childminder excitedly. Children help to put their own sun cream on and choose which toys to take into the garden.

The childminder effectively supports children to be healthy. They enjoy using their energy and getting lots of physical exercise outdoors. The childminder encourages children to rest indoors and have a drink and snack after playing in the garden in the hot weather. Children learn good hygiene routines by brushing their teeth after meals. The childminder provides thoughtful routines to support children's individual needs to encourage them to rest and sleep.

The environment indoors and outdoors are stimulating and welcoming for children, which encourages them to investigate and explore. The indoor environment has lots of resources set up at the children's level for them to choose what to play with. Younger children enjoy playing with dolls and prams and babies choose to play with large push-along trucks. Outdoors children enjoy sand and water play. They have fun painting and using the large physical equipment. Children's work is displayed on the walls for them to see easily, which gives them a positive sense of achievement and helps them to feel valued. The childminder displays posters on the walls which reflect older children's current interests, such as maps of the world, to encourage and welcome them. The childminder supports all

children well as they move between different settings. She understands the emotional support that children and babies need to enable them to feel safe and secure.

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

The childminder has good knowledge and understanding of the learning and development and safeguarding and welfare requirements. Effective policies and procedures support the childminder to keep children safe. Safety gates, fencing and fire guards are used to prevent access to unsafe areas. The childminder uses thorough risk assessments to check the suitability of the indoor and outdoor area for children to use. All required documentation and records are in place.

The childminder is committed to helping all children, including those who may need additional support, make progress in their learning. She works well with parents, other professionals and agencies to plan suitable activities to help them achieve. Children benefit from visiting local toddler groups and activity sessions. The childminder observes and assesses children's learning effectively. However, systems to organise this information to view their progress over time are currently being developed.

The childminder is committed to improving her professional knowledge and skills to enhance her practice with children. She has completed required training and also attends regular advice sessions and courses provided by the local children's centre and early years team. She is pro-active in her approach and regularly uses relevant literature and websites for support. Self-evaluation of the provision to improve learning for children is strong and includes the views of parents and children. Changes have been made to the environment, which have a positive impact on children's social skills and language and communication. The childminder has exciting plans in place which identify areas for improvements and current strengths of the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY453595
Local authority	Greenwich
Inspection number	896482
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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Piccadilly Gate
Store St
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M1 2WD

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