

Inspection date	19/06/2013
Previous inspection date	07/07/2009

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

- The childminder provides a welcoming, inclusive home environment for children. Children are settled and confident in her care.
- Children take part in a wide variety of interesting activities and experiences. They make good progress in their development in relation to their starting points and capabilities.
- The childminder has good relationships with parents and keeps them well informed.
- The childminder regularly reviews her practice and takes steps to develop and improve the service she provides.

It is not yet outstanding because

- Resources are not currently organised so that children can make choices and select their own play materials independently from the full range available.

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 children taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read letters from parents and older children and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

The childminder registered in 1999. She lives in a two bedroom maisonette within the London Borough of Greenwich. The whole of the property is used for childminding. There is access to a communal garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll. The childminder also cares for one child aged 8 years old.

What the setting needs to do to improve further

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

- increase opportunities for children to choose their own resources independently from the full range of play materials available.

Inspection judgements

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

The childminder shows a good understanding of how to support children's learning and development through play. She talks to parents before children start to gather detailed information about each child's starting points, background and needs. This helps ensure that she knows children well and provides appropriate care. The childminder makes regular observations of children's achievements and plans activities according to their interests and needs. Children take part in a wide variety of activities to help them make good progress in all areas of their development. The childminder keeps parents well informed about children's progress. She talks to parents daily and encourages them to share information about children's activities at home. This ensures parents are involved in their child's learning and promotes a consistent approach.

Children learn a range of useful skills that help prepare them well for the next stage in their learning and eventually for school. The childminder successfully promotes children's language and communication when she talks to them as they play, repeating new words to reinforce them and listening to children well. She fosters children's interest in books by sharing stories together. Children write and draw as they play. They enjoy making colourful swirls with paint brushes or drawing a picture of themselves. The childminder makes good use of everyday activities and routines to develop children's understanding of number. She counts with them as they climb up and down the stairs or when they share out crackers at snack time. She plans interesting opportunities for children to learn about the world around them. Children find out about how plants grow when they plant herbs,

care for them and then use them to make a tasty soup for lunch. They enjoy a visit to the farm and then create their own farmyard on the balcony with a 'grassy' floor and toy animals. Older children confidently use a tablet computer to play games to learn how things work. They use the digital camera to take pictures of the childminder and know where to find the photographs on the camera to view them. Children use their imaginations when they play in the home corner, talk on the toy phone or make up a game with the cars and garage. They enjoy songs and music and explore a wide range of materials when they paint, cut and stick or make models with the play dough. Children benefit from a balanced routine and are well occupied throughout their time with the childminder.

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

Children are confident and settled in the childminder's care. They have good relationships with the childminder, who is warm, affectionate and attentive to their needs. The childminder organises the day around children's individual needs, which helps them feel secure and effectively promotes their physical and emotional well-being. Children respond well to the childminder's calm, caring approach and their behaviour is good. They grow in independence as they confidently move around the well organised home. The childminder has a very good range of resources and she makes sure a variety of activities are available each day for children to play with. However, many resources are in a storage space and the childminder has no means for allowing children to choose, for example, from a catalogue of the resources available. This means children are not able to be as independent as possible when developing their play. The childminder makes careful daily checks of the home to help ensure children can play safely and puts precautions, such as safety gates, in place. She is vigilant about supervising children at all times. Children learn about risks and how to keep themselves safe when they climb the stairs carefully holding on to the rail. They take part in regular fire drills so that everyone knows what to do in an emergency.

The childminder effectively promotes children's health and well-being. She follows careful procedures for changing nappies to help minimise the risk of cross contamination. Children begin to manage their own personal needs when they wash their hands before they eat. Children benefit from freshly prepared, nutritious meals and snacks prepared according to their needs. They enjoy their favourite crackers for a snack and look forward to rice and lentils for lunch. Children play outside every day as part of a healthy lifestyle. They have fun playing games in the communal gardens or practising their physical skills on the climbing equipment in the park.

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

The childminder has a good understanding of her responsibility to provide a safe environment for children and to safeguard their welfare. She has completed child protection training and knows what to do if she has concerns about a child. She keeps all

the required paperwork to promote children's health, safety and wellbeing. The childminder has a clear understanding of the learning and development requirements. She knows the children well. Children take part in a varied range of activities that are well matched to their interests and needs and the childminder adapts activities where needed, so that all children can take part. She monitors children's achievements carefully to make sure that all children are making good progress in their development.

The childminder is committed to continuous development and improvement. She makes good use of links with other childminders to reflect on her practice and attends local meetings and courses to keep up to date. She takes appropriate steps to meet requirements and improve her provision and is keen to act on suggestions and advice. For instance, she has recently acquired a storage space for resources and equipment and has increased the range of play materials available. This means she is now able to lend resources to parents for them to use with their children at home.

The childminder has good relationships with parents. She keeps them well-informed on a daily basis and provides them with a brochure that explains her policies and procedures. The childminder also builds effective partnerships where children attend other early years settings, such as a nursery class. She shares information about their progress and development, as appropriate, to ensure children experience a consistent approach to their learning and care.

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	109808
Local authority	Greenwich
Inspection number	845967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/07/2009
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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