

Inspection date	20/06/2013
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and very settled in the childminder's care. They clearly have a secure and trusting relationship with the childminder and feel a sense of belonging in her home.
- The childminder provides children with a good balance of activities and outings that promote all areas of learning. As a result, children make good progress.
- Children show growing independence as they select the toys they wish to play with and initiate their own play and learning.

It is not yet good because

- The childminder does not always rigorously use risk assessments to identify and address potential risks to children, which is a breach of a legal requirement.
- The childminder does not always find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props.
- The childminder had to take action to ensure she meets the requirement to notify Ofsted of any significant event and of changes to adults living or working at the premises.

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 had a tour of the premises and spoke with the childminder at appropriate times throughout the observations and inspection.
- The inspector sampled a range of documentation including the childminder's policies, children's records and learning journeys.
- The inspector observed the childminder and the children during their play and care routines.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Marcia Robinson

Full Report

Information about the setting

The childminder registered in 2006. She lives with her husband and two school-age children in Bermondsey in the London Borough of Southwark. The downstairs of the house is the main area used for childminding. There is a fully enclosed garden for outdoor play. The family has two dogs. 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 four children aged five to eight years and one child aged over eight years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review risk assessments regularly to make sure any aspects of the environment that need to be checked on a regular basis are identified.

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

- provide further ways to encourage children's listening and responding when singing a familiar song or reading from a storybook.

Inspection judgements

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

The childminder supports children's learning well. She provides a good balance of learning opportunities across the seven areas of learning. This includes time for free play in the home, adult-led activities and outings in the local community. As a result, children are making good progress in their learning and reaching the expected levels of development. The childminder uses assessments and observations to guide her in understanding children's learning styles, interests and level of achievement. Each child has an individual learning journey, which the childminder uses to help track children's development and plan for their next steps in their learning. The childminder identifies children's starting points in collaboration with parents, which helps ensure that she knows children well and effectively meets their individual needs. The childminder keeps parents well informed. She talks to them every day and shares a daily written record with parents, which includes her observations and details of activities and routines. This also encourages parents to share what they know about their children's development at home.

Children learn useful skills that help prepare them well for the next stage in their learning and eventually for school. For instance, the childminder focuses on their independence, physical development and language skills. Children are interested in the activities provided and motivated to learn. The childminder demonstrates a competent understanding of how to support children's learning. She promotes children's language skills well as she talks to them all the time as they play. She listens intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. They are beginning to use longer sentences as they think through their ideas and use words like 'where' and 'what'. A wide range of books and other props are available to promote children's communication and language skills, although the childminder acknowledges that some children do not show an interest in stories. However, she does not always use puppets and other props to encourage listening and responding when reading from a storybook, to support children's language and literacy skills.

Children learn about the community in which they live as the childminder takes them to parks, children's groups and the library on a regular basis. This helps to ensure that they are able to socialise with other children and develop their physical skills, while using a variety of play equipment. The childminder makes good use of everyday activities to support children's understanding of number. She counts with them as they build a tower with bricks, or when they go up the stairs to use the bathroom. Children develop their skills in expressive arts and design as the childminder provides a good range of interesting activities where they explore a variety of paint, textures and malleable materials. Some of their creative artwork is put up on display, along with educational posters to create a stimulating and welcoming learning environment.

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

Children have a close and trusting relationship with the childminder, which enables them to feel confident within the home environment. The childminder gains useful information from parents when children first start at her setting. This enables her to settle the children well in her care and she is able to meet their specific needs. The childminder acts as a good role model, implementing sensitive, consistent behaviour management strategies in consultation with parents. Her suitable approach means children receive meaningful praise and encouragement, which they enjoy. The childminder's home is organised so that children can help themselves to a wide variety of age-appropriate resources. Most of the resources are stored at the children's height, which means they can initiate their own play and be independent. This includes appropriate opportunities for children to learn about themselves, each other and the world around them through resources, planned activities and outings in the local community.

The childminder routinely conducts risk assessments on the premises and when she takes children on outings to help keep them safe. Overall, the risk assessments are used appropriately but they are not always used rigorously to identify all potential risks, such as the wide opening window and the storage cupboard containing hazardous items, which are accessible to children in the upstairs bathroom. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage and of a requirement of the

Childcare Register. However, due to the childminder's good supervision of the children, the risk to their safety and welfare is limited.

Children are developing their self-care skills. Older children are independent in their personal care and can dress themselves. The childminder supports children after painting activities so they can wash their own hands. Children enjoy pouring their own paints and helping to tidy up after activities, promoting skills for the future. They learn about risks and how to keep themselves safe. An example of this is when the childminder talks to them about road safety during the short walk from the car to the school and they discuss stranger danger on outings. Children also take part in regular fire drills so that everyone knows what to do in an emergency. The childminder suitably promotes children's health and well-being. She prepares nutritionally balanced meals and snacks for children with drinks of water kept within their reach. Children make their own choices of fruit at snack time and know when they have had enough to eat. They do not attend if they are sick, which enables the childminder to protect others from illness. Children play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise in the garden or at local parks.

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

This inspection was brought forward as the result of the childminder failing to notify Ofsted, within the required timescale, of a significant event and of changes to persons living at the premises. This is an offence. However, the childminder has since followed the required procedures regarding adults living on the premises so that vetting checks can be carried out. The childminder has revised her risk assessments for safeguarding children. Overall, the childminder has a suitable understanding of her role and responsibility to promote the safeguarding and welfare requirements. She is now fully clear about the circumstances in which to notify Ofsted. She takes satisfactory steps to protect children from harm when they are on her premises and for any outings she undertakes. The childminder implements risk assessments and overall, these are used appropriately to identify and reduce most possible hazards within the childminder's home.

The childminder has reviewed and updated her safeguarding policies and procedures in light of the incident and has provided parents with updated information. The childminder has satisfactory knowledge of safeguarding procedures overall. She understands the action to take if she has any concerns about a child's welfare. The childminder demonstrates a positive attitude to further improve the quality of her provision. She has attended several childcare courses and addressed the recommendation raised at her last inspection. She is keen to extend her knowledge of the Early Years Foundation Stage and is on a waiting list to update her safeguarding training. She also has plans to improve the outdoor play area so children can grow their own plants and vegetables. Overall, this demonstrates the childminder's sound capacity to improve the outcomes for children.

Partnerships with parents are sound. The childminder shares information with parents about children's care, activities and routines on a daily basis. Parental feedback is positive

and reflects gratitude for the service the childminder provides. Parents have access to the childminder's information folder, which informs them about her provision. They also sign to say they have received and understood the range of policies provided. The childminder has built suitable links with other early years settings that children attend to support and extend their learning in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimize any identified risks to the children (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks to the children (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY320031
Local authority	Southwark
Inspection number	911433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	8
Name of provider	
Date of previous inspection	25/01/2011
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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