

Inspection date	10/07/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 speaks and listens well to the children. They are quickly developing good language skills to help them with their future learning.
- childminder provides good opportunities for daily outside play, fresh air and exercise, which promotes children's good health.
- Children are kept safe at home and on outings because the childminder makes effective use of detailed risk assessments.
- Good partnerships with parents are effective in involving them in their child's learning. This contributes to children making good progress in their learning and development.

It is not yet outstanding because

- The childminder does not provide children with many natural resources, including those with interesting textures. They do not explore all features of the world around them as a result.

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 activities involving the childminder and children.
- The inspector sampled documentation including the childminder's written self-evaluation.
- The inspector looked at written feedback from parents.

Inspector

Debra Davey

Full Report

Information about the setting

The childminder was registered in 2004 and lives with her three children of school age in Thamesmead, in the London Borough of Bexley. Ground floor rooms and a secure garden are available for 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 on roll, all 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:

- enhance opportunities for children to explore more features of the natural world and express themselves creatively, through provision of a range of natural materials including those with interesting textures, in everyday play.

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

The childminder is effective in speaking and listening to children to help them learn. She uses lots of songs and rhymes to teach them about rhythm and rhyme, as well as new words. She has learnt songs in different languages to encourage children to use their home language during play. The childminder provides a good range of activities to help children learn. She follows their interests to extend their learning. For example, a child attending likes cars, so she hides them in the sand and water for him to find. Children are developing good social skills for their age. They share the water tray, filling and emptying containers as they play happily together and enjoy each other's company. The childminder encourages children to learn new words as she helps them measure the water and pour it into containers of different sizes.

Children enjoy plenty of opportunities to exercise their large muscles and to develop control of their bodies. They push trolleys, ride on trikes and carefully move around things in their way. Children enjoy playing together in the childminder's inviting garden. They push their friends along on toy cars, throw balls to each other and enjoy role play in the play house. Younger children become increasingly imaginative. They play a shopping game in the garden, happily fetching more 'food' for their customers and using their counting skills as they count out how much each item costs. The childminder encourages their games, recognising that these simple activities support children to understand the world around them. However, while children enjoy a wide range of toys and activities, these do not always reflect the natural world or involve exploration of different and unusual textures. As a result, children do not explore a full range of different materials in everyday play, to enhance their knowledge of the world and exploration of expressive art and design.

The childminder shares assessments and activity ideas with parents. She involves them in their children's learning whenever possible and she regularly updates them about their child's progress using an online system. She completes progress checks for two-year-olds and shares the assessments with the parents. This effective two-way flow of information helps the childminder to plan activities that interest the children and take into account their likes and dislikes. This means that the childminder is able to skilfully identify gaps in children's learning and plan effectively to close these gaps.

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

Children enjoy plenty of outside play, fresh air and exercise to promote their good health. Younger children have a sleep after lunch, which means they are rested and able to enjoy the afternoon activities. They enjoy nutritious, tasty meals with the childminder because she plans ahead with her menus and checks with parents that the meals are suitable. The childminder encourages all children to manage their own hygiene wherever possible. They enjoy washing their own hands and using their own special colour-coded towels. They do not wear outside shoes indoors, in order to keep the home clean for play. These measures mean that children are learning how to support their good own health effectively.

The childminder ensures that her home is safe for children. She uses risk assessments well to assess and minimise risks in the home and garden. The childminder assesses outings, for example to the toy library, the school run and to the local children's centre. The children are encouraged to practise emergency evacuation procedures. This ensures that they know what to do in the event of an emergency and that they are kept safe in the setting.

The childminder provides stable routines for children so that they feel safe, know what to expect and are well settled. Children make good progress in developing their social skills; they learn to behave well, due to the consistent support of the childminder. Children are encouraged to think about the behaviour rules, which they have written themselves to display in the setting. This means that older children understand how to behave and are able to set a good example to younger ones.

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

The childminder has a clear understanding of her responsibilities within the Statutory Framework for the Early Years Foundation Stage. She has a full understanding of child protection matters, including signs and symptoms that would cause her to be concerned. She understands her well-written procedure to record and report any concerns. She has shared this with parents so that they know the steps she must take if she is worried about a child. Children are protected well as a result.

The childminder clearly evaluates her practice. She is an experienced child carer and has used much of her experience with young children to support and guide parents. She is responsible and confident with children and has a thorough understanding of how young children develop and learn. She is able to make clear assessments of children's progress and shares these with parents, to encourage shared learning wherever possible. She has also attended useful training regarding the changes to the Statutory Framework. She has used this to make sure that her practice meets all requirements to a good standard. The childminder is keen to continue to improve her practice through training and has good links with support agencies to enable her to do this. She has identified areas to develop through training, such as updating her safeguarding training and working with two-year-old children. The childminder uses the skills and knowledge gained on training to promote

children's care and learning.

The childminder works closely with parents to meet children's specific needs. She uses an online system, daily discussions and phone calls to make sure that parents are always aware of things that their children are doing. Children are clearly settled and happy because of this responsible approach to shared working. They benefit very well from this strong continuity of care. The childminder shares useful information with other settings that children attend. She has comprehensive procedures in place for dealing with outside agencies where relevant, and shares information to provide good continuity of care for all 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
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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	EY282809
Local authority	Greenwich
Inspection number	921517
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	28/04/2010
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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