

Inspection date	27/08/2013
Previous inspection date	19/07/2010

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		2
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 develop good communication and language skills through the childminder's effective interaction.
- The childminder gives parents good feedback about their children's progress to ensure they are positively involved in their children's learning and development.
- Children develop confidence in the childminder's care because they receive positive praise for their efforts.

It is not yet good because

- The system for recording children's attendance is not readily available to be inspected and children's attendance is not consistently recorded, which is a breach of a legal requirement.
- The organisation of the play areas and daily routines means that children do not always have easy access to the toys and resources and creative activities are sometimes overly adult-directed.

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 discussed the childminders knowledge of children's development with her.
- The inspector looked at policies and documents the childminder uses, including safeguarding, behaviour management, procedures for assistants and her menus.
- The inspector discussed the concerns raised in the complaint with the childminder.
- The inspector spoke with the childminder about her plans the educational programmes and her methods of assessing children.

Inspector

Sarah Morfett

Full Report

Information about the setting

The childminder registered in March 2010. She lives with her husband, who works as her assistant, and children. They live in a two bedroom terraced house on the Woolwich/Plumstead borders. The house is located close to schools, shops and parks. The whole of the house is used by children but the main play space is the through lounge and the enclosed back garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll. One of whom attends full-time the others part time. Of the seven children, four are in the early years age group and three are over five. The family has a dog.

What the setting needs to do to improve further

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

- ensure all records are accessible and available for inspection, for example the record of attendance and ensure this is completed for all children on roll.

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

- organise play areas and routines so that children can easily access toys and resources to promote independent learning
- provide more opportunities for children to represent their own ideas during adult-led activities, particularly during creative play.

Inspection judgements

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

The childminder's knowledge of child development is good. She plans activities that are age and stage appropriate and help children to move forward at a good pace. The childminder finds out about children's abilities, their likes, interests and areas that they may need support with by talking to parents. This means she has somewhere to start planning for the children's individual needs. The childminder uses a system of observation and assessment to identify learning priorities that help children to move forward in their learning. She uses a specific computer programme on which she records her observations. These are linked to the most relevant areas of learning and the age bands that the child

falls into are identified. This helps the childminder to assess areas that children may need extra support in or where they are progressing rapidly. The childminder gives parents feedback about their children's achievements and development on a daily basis. She shares her observations of children's progress and welcomes parents' contributions, encouraging them to add to the observations. This means that parents are positively involved in their children's learning and development.

The childminder supports children to develop their language and communication skills by effectively engaging them during play. They thoroughly enjoy her involvement as she reads to them. The childminder asks questions about the story that prompt children to respond. For example, she asks them to name the characters, to suggest what is happening in the picture and to say what is going to happen next. The childminder successfully introduces new words, for instance, by naming colours as children make pictures out of collage materials, pointing out pictures in books and repeating the words the children say. This helps to reinforce the correct pronunciation. The childminder's interaction with the children helps them to become confident talkers.

Overall, children enjoy creative activities. They have a wide range of materials to cut and stick with. They use good control of their hands as they tear up or cut pieces of tissue paper and stick them on to their paper. The children ask the childminder's assistant to draw them a picture of their choosing, then the assistant puts the glue onto the paper and in some cases sticks the materials on for them. This means that children are not fully in control of their picture because of the adult-direction and this somewhat limits their ability to represent their own ideas. As children select the materials they want to stick with, they explore the textures. For example, they rub feathers on their cheeks; the childminder asks them how it feels, introducing words like soft and light to help them describe the feeling. The children thoroughly enjoy tickling the childminder and her assistant, having great fun as the adults laugh at being tickled. Through these effective teaching methods, children move forward at a good pace and gain skills that prepare them well for their next stage of learning and development.

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

Children are comfortable and happy in the childminder's home. They settle well as she offers a safe and welcoming environment where children feel at ease. Children have good relationships with the childminder and her assistant and seek them out to play with. The childminder is sensitive to children's physical and emotional needs and responds well to ensure that she fosters their well-being successfully. For example, she makes sure that their nappies are changed regularly for their physical comfort and ensures they drink plenty, as their water bottles are always within reach. Children behave well as they are engaged in activities that they enjoy. The childminder explains to the children what acceptable behaviour is, praises the good and ignores the negative. This helps them to manage their own behaviour and learn right from wrong.

Children benefit from a stimulating and well resourced home that overall, supports their all-round development well. There is a wide range of toys and resources that offer

children good learning experiences. However, the way they are organised means children cannot easily make choices about what they play with because some are stacked in boxes, and some are out of reach. In addition, adult input can be overly directing at times and this does not always promote independent learning. Children learn to adopt healthy lifestyles in the childminder's care. They benefit from snacks of fruit, rice crackers and bread sticks. The childminder makes sure that children have a balanced main meal including vegetables, meat and carbohydrates. The childminder plans a four-week rota of food to ensure that children have a good variety.

Children benefit from daily outside play in the garden, at playgroups or on trips to the park. They learn good safety procedures as they discuss where they are going and how they are going to get there. They are reminded they must hold hands when out and the childminder ensures they have sun cream on when it is a hot day. The childminder takes good steps to keep her home safe for children and involves them in regular fire drills so they learn to keep themselves safe.

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

Overall, the childminder demonstrates a suitable understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a wide range of policies and procedures, which she shares with parents to inform them of the steps she takes to keep children safe. The childminder forges agreements with parents for instance, obtaining written permissions for outings, administering medication and that her assistant can be in sole charge of children for up to a period of two hours. The childminder maintains most of the required documentation such as an accident book and both her and her assistant hold current first aid certificates. However, some documents are not consistently maintained or readily available for inspection. The childminder is unable to find records of attendance for all of the children on roll. Those that she can find are not for the current week. This is a breach of the welfare requirements and means that there is no record of when children have attended. Nonetheless, the childminder works with an assistant and is able to care for the number of children she has on roll, which limits the impact on the children. In addition, the childminder demonstrates that her understanding of maintaining the required adult to child ratios is suitable.

The childminder has a satisfactory understanding of safeguarding children. She carries out risk assessments of her home and all outings she takes the children on. This means that areas children play in are safe and secure. She is aware of the signs and symptoms of a child who may be at risk. There is a good safeguarding procedure in place, which the childminder can refer to in the event of a concern. The policy includes a procedure to follow if an allegation of abuse is made against any adult in the home. In addition, there are good guidelines for the use of mobile phones and cameras in the home. This means that overall the children are kept safe.

The childminder uses the Ofsted self-evaluation form as a tool to reflect on what she does

well and areas to improve in. She has systems in place to monitor children's progress and has a good commitment to developing her knowledge through regular training. She works closely with her local authority to implement improvements that will help her to enhance the outcomes for children. This demonstrates her positive attitude to developing the service she provides.

The childminder establishes suitable relationships with the parents. She ensures they are well informed of activities their children will take part in before children start and shares her policies and procedures with parents so they can be confident she will protect their children while in her care. The childminder shares daily information about children's well-being and invites the parents to share details of what children do at home. She makes links with other settings the children attend to share details of their progress and achievements so she can compliment children's learning within her setting. Overall, the childminder has developed a strong service that meets children's and parents' needs well.

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	EY404076
Local authority	Greenwich
Inspection number	933715
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	19/07/2010
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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