

Inspection date	12/08/2013
Previous inspection date	04/03/2009

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		1
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 and her assistant develop nurturing relationships with the children, which supports their personal, social and emotional development well.
- The childminder provides interesting activities for the children that support their learning and development effectively.
- Positive partnership working with parents provides good continuity of care.
- The childminder and her assistant respond very well to meet children's individual needs at all times.

It is not yet outstanding because

- There are minor weaknesses in the evaluation systems, meaning that the childminder, her assistant and parents do not always have a shared understanding of the priorities for improvement.

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's play and interactions.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector spoke with children and the childminding assistant, and held discussions with the childminder.
- The inspector examined documentation including a sample child's folder, planning paperwork, and some policies.

Inspector

Matthew West

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and daughter. The family live in the London Borough of Lambeth. The whole of the ground floor and two bedrooms on the first floor of the childminder's home are available for childminding. There is a fully enclosed rear garden for outside play. The childminder is registered to care for a maximum of 12 children at any one time. She is currently caring for six children in the early years age range. She supports children who speak English as an additional language. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder operates from 8am to 6pm. She works with a childminding assistant and regularly works with another childminder.

What the setting needs to do to improve further

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

- develop further the strategies to communicate plans for driving improvement in children's outcomes.

Inspection judgements

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

Children flourish in the care of the childminder because they learn and are cared for in a nurturing and highly stimulating environment. Children demonstrate limitless enthusiasm for the activities the childminder provides. This is because the childminder has an excellent understanding of how children learn, and how to engage children's interests. However, minor weaknesses in self-evaluation mean that the childminder and her assistant do not always have a shared understanding of plans to improve outcomes.

Children make very good progress in all areas of learning because the childminder matches activities to children's interests and abilities. For example, children learn about bugs and make models of them that the childminder has on display in her house. When out on trips children refer back to their learning and talk excitedly about finding a spider's web in the park. The childminder and her assistant talk about where the spider might be, as it is not on the web. The children search for places a spider could hide in, talking imaginatively about spider's homes.

The childminder has highly effective strategies for working with parents. Parents share information about children's interests and needs before their child starts, and this extensive information sharing continues. For example, the youngest children have daily

diaries so that parents know exactly what children have done, and eaten each day. The childminder talks to parents on a daily basis about each child. She also gives regular written feedback to them about their child's progress, what the child's next steps in learning are, and how to support these at home. The assessment shared with parents when children are two years old is particularly thorough. It includes significant information about both what children have learned, and how the child learns best. Parents are encouraged to feed back what they observe about their child's learning and development at home. The childminder also makes in-depth observations of the children as they play. She uses this information to ensure all children are making very good progress and gains a thorough understanding of children's interests. The childminder plans stimulating activities that will interest children and help them to develop. Parents say that they feel very well informed about their children, and that they are making very good progress.

Children make very good progress towards their expected goals, especially children learning English as an additional language. The childminder and her assistant engage children in exciting conversation throughout the day. They model language, and ask children questions to develop their thinking skills. Children learning English as an additional language talk excitedly with other children and adults about their experiences at home. They demonstrate very good communication skills, having started at the childminder with no English. Children have daily opportunities to develop their physical skills outside in a local park, and in the garden. They confidently swing from monkey bars, climb ladders and play on swings, calling to their friends to watch their achievements. Children have opportunities to develop their mathematical skills through thought provoking questions from the childminder and her assistant. For example they ask, "Why do you think your book bag is heavier today?" and "Who can count down from 10, so we know we are ready to go?" The childminder and her assistant have highly effective strategies to support children's personal, social and emotional development. They talk to children about how to engage and involve their friends in their play. For example, they ask another child to join in a game with them, and children then use the same language to engage others.

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

The childminder, her assistant and the children have exceptionally strong relationships that make children feel very safe and secure. This strong sense of security helps children to thrive in the childminder's care. The childminder takes the time to get to know children and their families well. Children are self-assured and secure in the knowledge they are highly valued and respected. Consequently, their self-esteem is promoted well, which builds their confidence in exploring and trying new challenges. Children are happy to see one another, and talk excitedly about a birthday party that they went to together over the weekend. Children's behaviour is exemplary. The childminder has highly effective strategies to support children to understand the needs of others. She sensitively intervenes when two children both want the same resource. She uses it as a learning opportunity, talking to the children about how they would feel in the other's situation, which encourages children to take turns.

When going out on trips, the childminder reminds children of safety rules before leaving the house. Children effectively learn about managing risk through discussion as well as their own experiences. For example, children ride their scooters outside, but know that one slope is too steep to ride down, and that they may go too fast and fall off. When walking to a local school, the childminder reminds children about road safety. They walk together chatting about their experiences, and know to wait for the childminder to say when it is safe to cross side roads. Children's health is very well promoted, as children are encouraged to be physically active on a daily basis as there are regular outdoor activities, walks to the local park and the school. Younger children also have opportunities to have a restful sleep, helping them to re-energise. All children have a very good range of healthy foods and snacks. The childminder caters for children's nutritional needs well.

The childminder has meticulous checks to ensure the safety and well-being of the children. There are smoke alarms, the childminder arranges regular checks by the local fire officer, and completes fire drills so that the children know what to do in the event of a fire. The house is exceptionally clean, and there are safety gates to ensure that children cannot access the kitchen, or stairs without an adult. The childminder makes regular risk assessments of the house, the garden, and when taking children on trips. The childminder and her assistant have had relevant checks, and have both attended paediatric first aid and safeguarding training. These measures ensure that the childminder and her assistant keep the children in their care safe at all times.

Children confidently explore the environment. They select which resources they would like to use, which are clearly labelled with words and pictures to support children's independence. The childminder displays children's artwork on the walls, along with learning resources such as number lines, and days of the week. This vibrant environment helps children know that their work is valued as well as giving opportunities to learn. There are pictures of people from different cultures and ethnicities, and with differing levels of ability, such as hearing and mobility aids displayed. This positively enriches children's understanding of diversity.

The childminder has strong links with the local school where some of her children attend. She uses the activities planned in the school to inform the activities that she provides. This means that she builds upon children's experiences in school at her setting, and is a highly effective way of supporting the children's changeovers between her setting and the school.

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

The childminder has a comprehensive set of policies to ensure that the children in her care are safe. She shares these with parents, and her assistant, and vigilantly follows the procedures set out in the policies. She has updated her policies in line with current guidance. For example, she has a clear policy on the use of mobile phones and cameras, as well as seeking parental permission for photographs to ensure the safety of children. The childminder assesses the progress that children make, and links the observations she

makes using appropriate developmental milestones. Through this, she ensures that children are making good progress, and plans for any gaps in learning that she identifies. Consequently, children in her care are making good or better progress.

The childminder has a secure understanding of safeguarding issues, and a good awareness of how to keep children safe from harm. She has attended safeguarding training and she clearly knows the procedures to follow in the event of a concern. Overall, the childminder uses self-evaluation well, identifying strengths and some areas for development. She reflects on her practice, and makes observations of her assistant, providing feedback to help improve practice. The childminder asks for feedback from parents every six months, using a questionnaire. She then feeds this into her self-evaluation, and as a result of this monitoring brings about some improvements for children. However, she does not have current plans for areas to develop and build on, using ideas and suggestions from her assistant and parents to securely support future and ongoing improvements.

The childminder has well developed partnerships with parents, other providers, and external agencies such as the local authority advisor, and an Early Years and Childcare professional body. These links help the childminder to ensure that children receive the support that they require to make good progress. The childminder establishes beneficial links with other settings where children attend, which supports good continuity of care. The childminder understands the importance of working with other professionals to provide support for children if the need arises. She is aware of how to support parents in accessing services when a child may need extra support to close any gaps in their learning.

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	EY382035
Local authority	Lambeth
Inspection number	838221
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	04/03/2009
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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