

<b>Inspection date</b>	01/10/2013
Previous inspection date	24/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are cared for in a safe and secure environment. They develop an excellent understanding of the importance of safety routines and the benefits of leading a healthy lifestyle.
- The childminder has a good knowledge of The Statutory Framework for the Early Years Foundation Stage . She demonstrates a good understanding of how young children learn and provides many play opportunities that effectively promote their learning and development.
- Children form secure bonds with the childminder and benefit from the effective working relationship she has with her assistants and with the parents.

#### **It is not yet outstanding because**

- The childminder does not promote all available opportunities for children to develop their literacy skills.

## 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 the provider and her assistant interacting with children and held discussions with them.
- The inspector looked at all required documentation and sampled policies, procedures and children's progress records.
- The inspector took account of the views of parents via references.

**Inspector**  
Sarer Tarling

## Full Report

### Information about the setting

The childminder has been registered since April 2006 and gained a level 3 qualification in childcare in 2008. Childminding does not take place at her own home but at the address of her mother who lives in a residential area in Thamesmead in the London borough of Greenwich. The childminder has three children of her own aged 12, 11 and eight years. The whole of the premises is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, some of whom attend on a part time basis. All of the children are in the early years age range. The childminder works with assistants and also offers care for children over the age of eight.

### What the setting needs to do to improve further

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

- support further children's literacy development for example, by labelling toy storage systems with pictures and written words.

## Inspection judgements

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

When children begin to attend, the childminder gains an accurate assessment of their prior skills by gathering a good range of information from parents. This enables the childminder to respond to children's emerging needs and interests, creating purposeful learning experiences which are appropriate to their stage of development. Children make good progress because the childminder effectively supports their learning. The childminder and her assistants observe and assess children in order to help her plan for their progress. This is clearly evidenced in the children's weekly diaries and the progress check carried out when they are two-years-old. In addition time is spent at the end of each day sharing information with parents about what the children have been doing. Parents are actively encouraged to be involved in consolidating and extending their child's learning at home. They often exchange texts or send the childminder video footage of their child showcasing their newfound skills.

Children enjoy being hands-on and creative. They love playing in the sand and water and engage in lots of messy play activities. Children explore the smell and texture of the play dough and learn to use the tools safely. The childminder uses the activity well to promote the children's awareness of colours and shapes. Children design and build using bricks and

construction shapes. They are introduced to simple addition and subtraction as they sing songs with the childminder. Children's skills in using technology are promoted as they play with a range of battery operated and computerised resources. Fun interactive sessions of the computer reinforce their observation and matching skills. Children develop their imagination through self-chosen activities as they dress-up and play with the tea set, serving the childminder with drinks. Children express themselves through music, banging the xylophone, singing and dancing.

Children are eager to make marks on the chalk board and paper and are supported in learning to hold their pencil correctly, getting them ready for writing. Age appropriate books are easily accessible and children enjoy a group story session as well as looking at them individually with the childminder. Children are encouraged to interact with the story telling and to re-call and re-enact the familiar story through their imaginative play. For example, the children have great fun pretending to go on a bear hunt. However, the childminder does not maximise children's progress in literacy, for example, by using labels on toy storage systems to encourage children to link letters and their meaning. Through the continued good support of the childminder, children are developing into confident individuals who are provided with a secure foundation for their future learning and development for when they get to school.

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

The childminder works closely with parents, continually sharing and exchanging information to ensure children's individuality is respected and met at all times. Posters, children's art work and photographs of the children taking part in numerous activities are displayed around the designated playroom. This creates a welcoming, inclusive environment where each child feels a sense of belonging. Low-level storage systems allow the children to choose toys and resources for themselves. The childminder and her assistants are good role models and work well together which ensures that children receive consistency and continuity in their learning and development.

Children's personal, social and emotional development is effectively promoted as the childminder regularly praises them for their achievements, which helps to develop their confidence and self-esteem. Playing with other children, whether at the childminder's home or when out in the community, helps children to develop good social skills and an understanding of the world around them. Children are relaxed and feel at home. They behave very well and play harmoniously alongside their peers. This demonstrates children feel safe. Children are supervised well and clear safety precautions are implemented to safeguard children from potential harm. Children take part in effective activities that support an understanding of their own safety. They practise the emergency evacuation procedure regularly; learn how important it is to wear a seat belt and how to cross the road safely on the school run. Young children are learning how to play safely because of the appropriate reminders from the childminder. For instance, she carefully explains why they should not stand on the chair.

Positive reinforcement and discussions promote children's understanding of the

importance of exercise, healthy eating and good hygiene. There are many opportunities for children to be physically active and enjoy fresh air, such as on walks in the local area, in the garden and at parks. Children learn new skills such as walking on flowerpot stilts and love scrambling after one another through the play tunnel. The childminder is on hand to offer support and encouragement, enabling children to gain confidence in their developing skills on climbing equipment and wheeled toys. The childminder encourages children to become independent in managing their own personal hygiene. Children respond well to the positive praise and encouragement they receive when they progress from nappies to pants. Children are shown how to wash and dry their hands and how to wash their faces and blow their noses. This helps young children to develop good hygiene practices to reduce the spread of infection. Children's individual dietary needs are discussed with parents and meals planned accordingly. Children enjoy a range of freshly prepared home cooked meals and are encouraged to learn to feed themselves. The childminder uses a 'threading fruit' activity and discussions at meal times to highlight the benefits of eating healthily and the effects it has on the body. Children are supported to make a seamless move to school as younger children go on the school run with the older children. This helps them to become familiar with the school environment and aids discussions about what children can expect when they start school.

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

The childminder has a good understanding with regard to her role and responsibility in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She understands her responsibility to safeguard children in her care. Children are constantly supervised by the childminder and/or her assistants. The childminder fully understands the requirement relating to registered numbers and ensures she always adheres to the correct adult to child ratio when working alone or with her assistants. The childminder ensures that all adults living or working in the home undergo relevant suitability checks. This ensures children are cared for by, and only come into contact with, suitable people. Children's welfare is further protected because of the childminder's practice and procedures relating to accidents, medication and sickness. The childminder ensures children are always cared for by someone who holds a current paediatric first aid certificate in order that they may deal with any emergency situations as and when they arise.

The childminder has clear procedures to follow if she has any safeguarding concerns. She regularly updates her safeguarding training, along with her assistants, and ensures appropriate guidance and up-to-date legislation are available. Written policies and procedures relating to safeguarding have been recently updated to include information for parents and visitors on the restricted use of mobile phones and cameras in her setting. The childminder has a good understanding about how to promote the health and safety of the children in her care. She carries out both visual and written risk assessments to ensure children can play and explore confidently in a safe and suitable environment.

The childminder has completed a written self-evaluation to review her practice based on

the needs of children. She works closely with the local authority advisor to identify her strengths and weaknesses and areas to be developed. For example, she is currently developing a system to share with parents which shows how her observations are linked to the different areas of learning and how these influence her planning. The childminder is developing parent questionnaires so that she can seek feedback that is more specific, to help her adapt and make improvements to her service. The childminder is committed to her own professional development and regularly attends training courses, cascading her knowledge to her assistants and enrolling them on courses too. Partnership working with parents and other providers is good and contributes to children's needs being effectively met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY330377
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	896625
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/07/2009
<b>Telephone number</b>	

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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