

## Inspection date

Previous inspection date

14/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 settled, have secure attachments with the childminder and are happy in her care.
- The childminder has a good understanding of how to promote children's early language skills and they are learning English and Spanish through play and conversations.
- Partnerships with parents are successful and there are emerging systems for sharing information about child progress.
- The home is well organised and equipped with a wide range of good quality toys and resources to help children learn.

### It is not yet outstanding because

- Younger children are not helped to find the items they want to play with easily for themselves, or to know what other things are available, to support their independent play as well as possible.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed play and interaction involving the childminder and minded children.
- The inspector looked at all documentation relating to childminding activities.
- The inspector discussed the childminders practice and her self-evaluation.
- The inspector spoke to a grandparent of a child attending and looked at written feedback from parents about their views of the childminder's service.
- The inspector viewed all areas of the home used for childminding.

## Inspector

Debra Davey

## Full Report

### Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with her twins, aged six years. They live in the London Borough of Southwark close to shops, schools, parks and public transport links. There are currently four children on roll, all of whom are in the early years age range. The childminder works with an assistant. The whole ground floor of the childminder's house is used for childminding, including a fully enclosed garden for outdoor play.

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

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

- extend the programme to support the development of the younger children's personal independence, such as through providing ways of helping them know what toys and resources are on offer .

## Inspection judgements

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

Children attending are in the younger age range. Their needs are met well overall due to the warm and affectionate approach of the childminder. This helps them make good progress in their learning and development. She gets to know the children and their individual needs to make them comfortable and help them settle easily.

The childminder has a good understanding of how children learn. She has started to use assessments of their development to plan for their play and activities. This means that she knows each child's stage in learning and concentrates on planning their next steps.

The childminder is an excellent personal communicator. She uses this skill well to help young children acquire vocabulary through repetition of words and sounds to during play. She speaks to children in English and Spanish and they learn to understand and use words in both languages. Given their ages and stages of development they show good progress in communication and language. This helps children move on easily to their next stage of development.

Toys and play materials are of good quality and used well to support children's learning. Resources are stored within children's reach. The childminder uses text labelling to indicate what toys are available. While this system may help any older children, it does not

support the development of independent learning for the younger ones to help them choose their own toys and understand where to replace them when finished with.

The childminder develops children's early literacy. They love looking at books and the childminder had made visual timetables to help them learn the routine. They look at posters together and name the pictures using English and Spanish words. This means that children are learning that signs and symbols carry meaning. They enjoy plenty of opportunities for early mark making, sand and water. The childminder's garden is used well to support children's learning with opportunities for children's physical play and to use their imagination in the play house. They can use their big muscles as they jump on the large trampoline, ride bikes and play with toys that they can push and pull along.

Regular visits to a local children's centre for book groups and messy play activities gives children opportunities to mix with others. These help children become happy and confident learners. The childminder involves parents in their children's learning whenever possible. For example, she is fully aware of the need to complete a child progress check for children at the age of two-years and to share this with parents. This means that she is able to work with parents to identify children's next steps in their child's learning.

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

The childminder is kind and gentle with the children and this helps them settle and enjoy their time with her. Babies and toddlers enjoy cuddles with the childminder, responding well when she sings songs and reads to them. Babies who are crawling follow her around the home because they have formed secure attachments. This emotional security means that children are confident to move around and explore the toys available.

The spacious home is generally organised well. Resources include a 'soft play' area which is safe for babies to use. Children are very comfortable with cushions and beanbags to sit on because the home is clean and well-maintained.. Good care routines offer support for children, working in partnership with parents. For example, the childminder follows routines for sleep and provides a comfortable area with special floor beds and cots. The menu is planned with home-cooked foods and the childminder introduces new foods to babies at the request of parents. This combined with outings to local parks for fresh air and exercise, helps children to learn about the wider world and develop healthy lifestyles.

The childminder's home is safe and secure because she has assessed all possible risks and completes regular safety checks. Constant monitoring and close supervision of children also help ensure their safety. All required documentation is used well to protect children, such as records of attendance and administration of medication. There is a clear emergency evacuation procedure in place so that the childminder and any older children attending may know what to do in the event of an emergency.

The childminder pays good attention to hygiene. Children have their own flannels and towels as well as named toothbrushes. They know which is theirs and brush their teeth after lunch. Water is available during the day and each child has a named beaker for their

drinks. These arrangements prevent cross infection. Children behave well during play and routines. The childminder uses lots of praise and reminds them to share and be kind to one another. This means that children are safe and healthy in the care of the childminder.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements, and the learning and development requirements. She understands child protection matters. She knows the signs and symptoms that would cause her concern about a child's welfare. The childminder has recently attended training in safeguarding so she is up to date with current legislation and procedures. She has a safeguarding policy which she shares with parents. This means that she knows what to do if she is worried about a child and makes her responsibilities clear to parents.

In her daily practice the childminder is responsible and confident with children making sure they are supervised well at all times. She uses risk assessments and daily visual checks for the home and outings. This means that children feel safe and are safeguarded while in her care. The childminder has developed effective systems to record the progress of children. She uses tracking observations to record their development and plans interesting activities to meet their needs. This means that children are making good progress in all areas of learning.

Partnerships with parents are good. The childminder uses effective systems to feedback to parents about their children's progress. A range of well-written and comprehensive policies inform parents about childcare activities. However, the complaints procedure does not clearly identify the process the childminder would follow in the event of a complaint about her service. Parents have provided enthusiastic feedback about the childminder's service as part of the inspection. They say that they are delighted with the care and education their children receive in the care of the childminder.

The childminder clearly evaluates the service she offers and makes plans for improvements. She has completed a self-evaluation and identified areas for future development. For example, she plans to improve her weekly planning based on her observations of children. She has attended recent training and makes her own resources with advice from professionals working at her local children's centre. She has made picture cards and games for children to help them develop their self-expression. She has re-organised the children's sleeping arrangements following discussions with her childminding co-ordinator. This shows that the childminder has the ability to make constant improvements to her service. She uses information from the Statutory Framework for the Early Years Foundation Stage to make sure her practice meets all requirements. This means that children make good progress and are developing skills to help them with their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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>	EY457961
<b>Local authority</b>	Southwark
<b>Inspection number</b>	910917
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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