

Inspection date	08/10/2013
Previous inspection date	23/03/2012

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		3
The contribution of the early years provision to the well-being of children		3
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 show good levels of interest because resources offer suitable challenge. Effective maintenance and organisation of equipment and toys enable children to use their initiative natural curiosity as learners.
- The childminder's effective observation, assessment and planning ensure that children are challenged well in order to reach the next steps in their learning.
- Children develop a sense of belonging with the childminder through her sensitive interaction and caring commitment towards them and their parents.

It is not yet good because

- Adult-to-child ratios are not always met after the school day and safeguarding policies and procedures are not robust enough.
- Self-evaluation is not sufficiently rigorous and does not include the views of children or parents and not all systems to work in partnership are well established.
- There are few opportunities for children to use their first language in the setting.

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 childminder took the inspector on a tour of all the rooms used by the children.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled a number of documents relating to the setting, including the children's learning journals.
- The inspector noted and observed the interaction between the childminder and the children.
- The inspector spoke to parents during the inspection.

Inspector

Mauvene Burke

Full Report

Information about the setting

The childminder registered in 2003. She lives with her two teenage children in the London Borough of Lambeth. Her house is within walking distance of shops, schools, parks and transport links. Minding takes place mainly on the ground and first floor. This consists of a living room, kitchen/diner and designated playroom. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently eleven children on roll, four of whom are in the early year's age range. All attend on a part-time basis. The childminder has a NVQ level 3 qualification in childcare.

What the setting needs to do to improve further

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

- ensure that the total number of children under the age of eight does not exceed six
- ensure the safeguarding procedures include a clear understanding of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

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

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- provide opportunities for children whose home language is other than English, to use that language in the setting
- develop monitoring systems to ensure strengths and areas for future development are more effectively identified and involve parents and children.

Inspection judgements

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

Children make steady progress in their learning and development across all the areas of learning, supported by the childminder who knows them well. She closely matches her observations to expected areas of development. This provides an accurate picture of what children can already do and what they need to do next. This subsequently guides and informs her planning of purposeful activities to support children's ongoing progress. She shares a written summary with some parents in advance of their children's progress check at age two. Therefore, those parents and health professionals can be fully informed. The childminder's home is organised well and children are able to access resources with ease to initiate their own play. This successfully fosters their independence. The childminder promotes and supports children's learning well. She effectively interacts with them and prompts their thinking, ensuring that from an early age children's play is purposeful and interesting. The dedicated playroom enables children to engage in a range of activities. Resources stored in low-level units enable them to choose and steer their own play.

Children explore the environment, knowing that the childminder is nearby and confidently seek her out should the need her. They are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. This helps to ensure that they develop the key skills needed for the next stage of their learning, such as moving on to nursery or school. The childminder is aware that the concentration span of young children is quite short and so readily changes activities in response to this. She is actively engaged in children's play, chatting to them about what they are doing and supporting them in a balance of adult-led and child-initiated activities.

Young children have opportunities to play and explore and become active learners. They enjoy mixing paints and creating their designs on paper at the paint easel. They use their imagination as they take the dolls for a walk, cook for them and feed them before putting them to bed. As they play, the childminder helps children to build their vocabulary by extending the range of their experiences and by asking questions that help children to think about what they are doing. However, she does not always support children's home language within this setting. This means that children who speak English as an additional language do not have opportunities to hear or use their home language while in the setting. Children are learning to share and take turns as they play with the play dough and tools associated with this activity. This helps to promote cooperation between the children and build skills for the future.

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

Children have secure relationships with the childminder and are developing positive relationships with their peers. They generally behave well and the childminder has clear expectations of them. Children are learning to share, take turns and develop an awareness of the needs of others. The childminder promotes children's self-esteem and confidence

through her consistent use of praise and encouragement so they know their actions are acknowledged. This provides them with some skills that will support them when they move on to pre-school or school.

Children develop an appropriate understanding of healthy lifestyles through routines and practices, such as access to outdoor play and physical activities. Very young children demonstrate they are aware of daily health routines such as hand washing and do this without any prompting by the childminder. The childminder works closely with parents to ensure children's individual dietary needs are met and that they are provided with a sufficient balance of meals and snacks. Children sit together at snack and lunch time and are able to make some independent choices of what they would like to eat. The childminder supports children to learn about how to keep themselves and others safe. For example, they take part in emergency evacuation practise on a regular basis and hold on to the buggy when they are on outings.

The childminder organises her home well and provides a broad range of resources to help children make sound progress in their development. Children move freely around the childminder's home and enjoy choosing resources to play with which promotes their confidence and independence. Children's understanding of the wider world is suitably promoted. For example, positive images of children from different ethnic backgrounds are displayed around the house. They visit local shops and participate in activities organised in the local community. Children are currently preparing to celebrate Black History Month. Links have been formed with local schools and children are supported by the childminder in their homework. Therefore, those children who are already at school are suitably supported and their transitions are suitably managed.

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

The childminder shows a sound understanding of the learning and development and welfare requirements. This inspection was brought forward following a visit by Ofsted to investigate concerns relating to the childminder's safeguarding and behaviour management practice. On the day of the inspection, the childminder was observed supervising children in an appropriate manner. The childminder demonstrated a satisfactory understanding of her responsibility to safeguard children in her care. However, her procedures are not robust enough and do not include clear guidance of the action to be taken in the event of an allegation being made against a member of staff, or cover the use of mobile phones and cameras in her home. All of the necessary consents and permissions are sought from parents and recorded on children's contract files. The childminder demonstrates how through carrying out a thorough daily risk assessment both indoors and outdoors, the children's individual needs are met and they remain safe. However, the childminder exceeds the maximum of children under eight she cares for on a number of days after school and this is a breach of legal requirements.

Overall, the childminder communicates well with parents to ensure children's care needs are well-met. However, information about children's learning and development within the

setting and home is gathered less purposefully and does not involve all children's parents. This means that some parents are not kept informed about how well their children are making progress. Nonetheless, information from parents provided by the childminder demonstrates that they feel she provides a loving caring and secure environment. Written policies and procedures are shared with parents to ensure that they have the information they need to support their children's welfare. Children who attend other early year's settings benefit from continuity of care. This is because the childminder works in partnership with staff to share information about children's care, learning and development.

The childminder provides a programme of activities for children, using guidance documents to track children's development and progress. The childminder has demonstrated an ability to improve by taking steps to address the actions and recommendations made at the last inspection. However, self-evaluation does not include the views of the parents or children using her setting.

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	EY272543
Local authority	Lambeth
Inspection number	936817
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	23/03/2012
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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