

Inspection date	07/10/2013
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder provides good quality teaching and plans activities to support individual children in their development.
- The childminder makes good use of assessments to track children's progress and she uses a variety of methods to feedback to parents. Therefore, she supports continuity in children's learning and care.
- The childminder provides a good range of books and educational toys to ensure that children are constantly stimulated and enjoy their learning.

It is not yet outstanding because

- The childminder does not have a wide range of resources readily available to consistently support children's growing interest in technology.

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 activities involving children and the childminder.
- The inspector looked at documentation relating to children's assessments and childminding policies.
- The inspector discussed areas of the childminder's practice with her.
- The inspector discussed the childminders self-evaluation and aims for the future.

Inspector

Debra Davey

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband, who supports her as an assistant when needed and their two children in the London borough of Southwark. The home is close to schools, shops, parks and public transport links. The whole of the childminder's home is used for childminding, with the exception of the utility room and study. There is an enclosed garden for outside play. The family have one cat as a pet. The childminder is registered on the compulsory and voluntary parts of the Childcare Register. There are currently two children attending in the early years age range, both of whom attend part time.

What the setting needs to do to improve further

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

- provide a wider range of a range programmable toys and resources in order to consistently support children in exploring and developing an interest in technology.

Inspection judgements

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

The childminder has a good understanding of how children learn. She makes good use of assessments of their development to plan for their play and activities. For example, she provides play activities to foster and extend babies' communication and language development. She uses repetition of words and sounds to help children say new words during play. She talks to children constantly using puppets, books and interactive toys to extend their concentration. As a result, children make good progress in their development.

The childminder provides very good quality toys and play materials and uses them well to support children's learning. She stores resources where children can reach them and choose what they want to explore. The childminder uses a good range of natural materials to help children learn through their senses. For example, babies enjoy wooden posting boxes and bead frames to develop their problem solving skills and use their small muscles. They love looking at books that make sounds and puppets, which the childminder uses to engage them in the story. They enjoy plenty of opportunities for early mark making using special crayons appropriate for their age. As the childminder is an artist, she is very skilled at supporting children's creativity and there are examples of children's artwork and models on display. This encouragement helps children feel valued and develop a sense of belonging. 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 playhouse.

Weekly visits to a music group allow children to learn by exploring rhythm and rhyme. This helps children become happy and confident learners and prepare for the next stage in their learning. However, there are fewer opportunities for children to explore programmable toys and resources.

The childminder involves parents in their child's learning whenever possible and she regularly updates them about their child's progress. For example, when a young child said 'apple' for their first time during the inspection the childminder said 'we must tell Daddy'. She provides feedback to parents using a variety of methods using text, phone calls and daily discussions. She uses tracker books to record her observations of child progress and this helps her to plan activities that interest the children. The childminder is fully aware of the need to complete a child progress check at the age of two-years and share this with parents. This means that she is able to work with parents to identify children's next steps in their learning and provide fun activities to move them on to their next stage.

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

Children are happy and settled in the childminder's home. The provision is organised and calm and children are closely supervised. They know when they want a cuddle and this fosters good behaviour. The childminder helps new children to settle easily. For example, she uses individual journals with photographs of children's families, their friends and their play activities. This helps children feel valued as they enjoy looking at the journals with the childminder. Good care routines offer support for children, working in partnership with parents. For example, the childminder follows the child's routine for sleep and provides a comfortable and quiet bedroom for children to rest. She plans a menu with home-cooked organic foods and introduces new foods to babies at the request of parents. She takes children on visits to local shops to purchase fresh produce. This combined with outings to local parks for fresh air and exercise, helps children to learn about healthy lifestyles.

The childminder's home is safe and secure because she has assessed all possible risks and completes regular checks, for example, before children play out in the garden. Babies show that they feel safe because they enjoy close contact with the childminder. They are confident to engage playfully with the early years inspector, showing that they are secure with visitors. This confidence is due to the positive emotional support they enjoy when in the childminder's home. She talks constantly to babies during play and activities and anticipates their needs for drinks and healthy fruit snacks.

The childminder encourages older children to manage their own health wherever possible. She encourages them to wash their own hands and to help to tidy up. The childminder is a positive role model and children behave well. She uses meaningful praise during activities and children respond well to her approval. This encouragement promotes positive behaviour. They enjoy planned music times in the childminder's living room. This activity helps them develop their large muscles and to learn what happens to their bodies when they are active. As a result, children learn good skills for the future and how to keep themselves healthy and safe.

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

The childminder demonstrates a good understanding of the safeguarding requirements and the learning and development requirements. She understands child protection matters and the signs and symptoms that would cause her concern. She has a written safeguarding policy, which she shares with parents. This means that she knows what to do if she is worried about a child. In her daily practice, the childminder is responsible and confident with children, supervising them 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. Consequently, children make good progress in all areas of learning.

Partnerships with parents are good. The childminder uses effective systems to provide feedback to parents about their child, such as what they have eaten and when they have slept. A range of well-written and comprehensive policies informs parents about childcare activities. Parents provide positive feedback about the childminder and the care she provides. This two-way flow of information shows trusting partnerships.

The childminder clearly evaluates the service she offers and makes plans for improvements. She has identified areas for future development. For example, she had composed a detailed questionnaire to help parents become involved in her self-evaluation. She plans to use the feedback to improve her service and therefore, outcomes for children. The childminder also has plans to invite parent to sit with her and discuss child progress in more detail. 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 to a high standard. 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
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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	EY337775
Local authority	Southwark
Inspection number	815197
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	13/10/2010
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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