

<b>Inspection date</b>	10/12/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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**

- The childminder provides a welcoming, well organised home environment for children where they have access to a wide variety of resources.
- Children have good relationships with the childminder and are happy and settled in her care.
- The childminder works closely with parents and keeps them well informed.
- Children take part in wide range of interesting activities and experiences according to their age and needs.

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

- Outdoor experiences are not yet fully extended across all areas of learning.

## 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.

## Inspection activities

- The inspector observed children taking part in activities and during care routines.
- The inspector had discussions with the childminder.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and one child in the early years age range. The family live in a two-bedroom house in the New Cross area, within the London Borough of Lewisham. The whole of the childminder's home is used for childminding, with the downstairs the main area used for play. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register. There is currently one child in the early years age range on roll.

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

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

- extend outdoor learning experiences further, such as opportunities to explore and investigate and to take part in creative activities or construction on a large scale.

### Inspection judgements

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

The childminder shows a good understanding of how to support children's learning and development through play. She gathers detailed information about each child's needs, starting points and interests before they start. For instance, she asks parents to fill in comprehensive settling-in 'passports' and talks to them in detail during settling-in visits to gather further helpful information. This ensures that she knows children well and can provide all the support they require. The childminder monitors children's progress carefully. She makes regular observations of children's achievements and plans interesting activities that effectively build on their interests and skills. As a result, children make good progress in their learning. The childminder keeps parents well informed. She talks to them every day and provides a daily emailed update that includes information about activities, routines and children's progress and achievements. The childminder also encourages parents to share information and observations from home. This ensures parents are fully involved in their child's learning.

The childminder makes sure that children take part in a broad range of stimulating activities and experiences that prepare them effectively for the next stage of learning and eventually for school. She encourages their early communication skills well when she talks to them as they play, naming objects and repeating words. She makes sure that a variety of pop-up and interactive books are available at children's level and this successfully fosters their interest in pictures and stories. The childminder builds on children's interests well, which effectively supports their learning. For instance, she responds to their fascination with making marks in spilt milk by introducing finger paints and 'gloop' for them to experiment with. When children become intrigued with the noises that different

objects make, she explores the kitchen cupboards with them to find things they can shake or bang, investigating the sounds that a saucepan or a cereal packet make.

The childminder supports children's physical skills effectively, encouraging young children to move around and explore and providing opportunities to practise their new skills. She makes good use of everyday activities to support children's understanding of shape, space and number. For instance, she talks to children about the size and shape of the beakers as children fit them together. Children show an interest in the world around them during an outing to the park or when they find leaves in the garden. Children play outside every day and enjoy a range of outdoor activities including ball games, bubbles, the sandpit and playing on wheeled vehicles. The childminder is, however, still fully developing outdoor experiences across all areas of learning. For instance, opportunities for children to explore the natural world, build and construct or enjoy creative activities on a large scale or play imaginatively in the garden are not yet fully extended.

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

Children are confident and settled in the childminder's care. They have good relationships with the childminder who is warm, affectionate and attentive to their needs. The childminder is conscientious about following children's home routines and meeting their individual needs. For example, before she plans the day she checks how children have slept the night before, so she knows when they will be tired and need a nap. She makes sensitive arrangements for settling children in, such as giving them a toy that includes pictures of the child with important family members as well as a picture of the childminder. This prepares children well for transitions and changes in their lives, and effectively promotes their physical and emotional well-being.

The childminder's home is safe, welcoming and well organised. She completes thorough risk assessments of the house and garden and makes daily checks to ensure children can play safely. She puts precautions such as safety gates in place as appropriate. Children grow in confidence and independence as they move safely around the home and help themselves to the good range of age-appropriate resources available. Children learn how to keep themselves safe in an emergency when they take part in regular fire drills. The childminder also makes sure appropriate fire safety precautions are in place, such as smoke alarms and a fire blanket.

The childminder promotes children's health and well-being effectively. She follows careful procedures for changing nappies to help minimise the risk of cross-contamination, such as using a mat and washing her hands afterwards. Children benefit from regular meals and snacks that take into account their nutritional needs. For example, they enjoy fish with runner beans and mashed potato for lunch and fruit for snacks. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise in the garden or the park.

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

**provision**

The childminder effectively safeguards children's welfare. She has completed child protection training and knows what steps to take if she has concerns about a child. She keeps all of the required paperwork for childminding and makes sure records are well-organised and up to date. The childminder has a good understanding of the learning and development requirements. She monitors children's achievements carefully to make sure that all children are making good progress in their development. She considers the needs of all children when she plans activities to make sure that everyone can take part. For instance, while older children learn to cut with scissors, the childminder and younger children have fun tearing paper, which ensures that they are also included and learning new skills.

The childminder is committed to continually developing her service. She makes good use of links with other childminders, the internet and local courses to keep up to date and get new ideas. She continually reflects on what she does and takes appropriate steps to develop her practice. For instance, since she registered she has focussed on developing her systems for observation and assessment to make sure that she is supporting children's development well. She has also joined a local toy library so that she can vary resources frequently in order to increase children's choice and meet their individual needs.

The childminder has good relationships with parents. She keeps them well-informed on a daily basis. Parents have access to a wide range of useful policies, procedures and other written information. The childminder is also aware of the need to work closely in partnership with other early years settings that children attend, where appropriate.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461067
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	921171
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	2
<b>Number of children on roll</b>	1
<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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