

Inspection date

Previous inspection date

07/01/2014

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

- The childminder provides a stimulating variety of activities and outings that meet the children's learning needs.
- Highly effective communication with parents ensures they share and receive information about children's progress and events of the day.
- Good relationships between children and the childminder means children are happy and settled in her care.

It is not yet outstanding because

- Children have fewer opportunities to handle a variety of natural objects and develop their understanding of the world.

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 the children, childminder and assistant engaging in activities in the childminder's home.
- The inspector undertook joint observations with the childminder and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young daughter in a two bedroom, second floor flat in Forest Hill, in the London Borough of Lewisham. The home is accessible via stairs. There is a communal garden area for outdoor play and the childminder takes children to local parks and outdoor play areas. The home is close to many amenities including a library, the Horniman Museum and Gardens, and toddler groups. The childminder is registered on the Early Years register and on the compulsory part of the Childcare Register. There are currently three children on roll in the early years age range. The childminder employs an assistant.

What the setting needs to do to improve further

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

- extend the range of natural resources for children to explore, handle and closely observe to further support their understanding of nature and the world in which they live.

Inspection judgements

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

The childminder has effective systems in place to ensure she meets the learning and development needs for all children. She spends time with parents and children during the settling in period to find out about children's individual needs. This provides her with a starting point to measure their progress. The childminder uses a computer childminding programme to record children's progress. She records her observations of children during play under the relevant area and aspect of the seven areas of learning. She adds photographs and identifies children's next steps for learning. In addition, parents have an individual login for their child and add comments relating to their children's assessment and about their children's learning at home. As a result, partnerships are highly effective as information about children's progress is shared on an on-going basis. The childminder also uses the computer programme to complete a daily report, which includes information about the activities and outings of the day, along with details of children's meals, toileting and sleep-times. The childminder uses the programme to track children's progress by observing the graphs her observations generate, showing each child's progression through the expected age bands in all areas of learning. The childminder has good systems in place to ensure she completes the progress checks for two-year-old children with parents. The childminder knows the minded children well, confidently aware of each child's interests and learning needs. She uses the information from children's assessments to plan a broad range of activities in the home, outings in the community and to places of interest, such as the aquarium and museums.

The childminder has recently employed an assistant and they work well together to support children's learning. They constantly talk to the children during play, extending their language and communication skills as they ask questions that make children think. They sing familiar songs to children and play sing-along DVD's, which children clap and jig along to. Children's language skills are also stimulated when they point to pictures in the posters displayed. The childminder talks about the familiar pictures and animals in the posters, and counts them with the children. The childminder encourages children to fit building blocks together, and uses a variety of sorting boxes to develop their mathematical skills.

The childminder provides a well-organised learning environment with toys set out at floor and low level; this means that all children can reach toys easily and follow their own interests during play. Children enjoy being imaginative as they use the pretend cooker and play food sets. The childminder gives children praise as they make connections, for example, finding the lids to fit the pots. The childminder shows children how the pretend kettle lights up and makes a noise when they press the button, which the children copy and repeat her actions. Children develop their awareness of technology as they use operational toys independently. They develop their understanding of the world while playing with small world toys, such as the doll's house, cars and garage, and with animals. The childminder encourages children to find out how things work as they explore the treasure box with play phones, old watches and purses with zips for example. However, they have fewer opportunities to handle and explore a variety of natural objects to further promote their understanding of the world in which they live.

The childminder provides a good range of wheeled toys in the home so that children can develop their physical control. She supports children's moving and handling skills as they use a variety of hand held tools with the play dough. Children explore how the dough feels and show good control as they use the rolling pins and cutters with the childminder. The childminder is an active member of the local children's centre. She attends children's groups on a regular basis so that children can socialise and use a broader range of resources, including creative play sessions. She takes children to a story telling and song time session to further promote their communication and language, and their literacy skills. Children enjoy looking at books in the home independently, and they listen well to stories read by the childminder. They explore sound as they use a variety of musical instruments and the childminder encourages younger children to use the homemade shakers. The childminder is supportive of children's attempts at speaking, and responds well to their learning needs, as a result, they are making good progress in all areas of learning.

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

The childminder and her assistant show high regard to helping children to feel safe and secure. They implement a gradual settling in programme, and offer children lots of cuddles and comfort. Young children snuggle in while being bottle-fed, and older children freely approach the childminder and her assistant during play. Children show strong bonds

with the childminder and they are all happy in her care. The childminder caters for younger children's individual care routines very well; ensuring children's sleep and meal times reflect their familiar routines at home. This promotes consistency of care and good partnerships with parents. Children learn to behave well and move safely. The childminder gently reminds them of safety issues, such as sitting appropriately, and she encourages them to share and take turns. The childminder further promotes children's awareness of safety while on outings, and they practice regular emergency evacuation drills together. The childminder makes good use of space so that children who are developing their walking skills can move freely and safely.

The childminder promotes children's good health very well. She implements good hygiene standards at all times. The childminder helps children learn about hygiene during everyday routines. She helps them to adopt healthy lifestyles through regular outings to enjoy the fresh air and exercise. In addition, the childminder provides a balanced diet of nutritious home cooked meals. She caters for children's individual dietary needs effectively, and encourages children to make choices of foods they like to eat. Children enjoy a range of healthy snacks and know to help themselves to their water when they are thirsty. Children respond well to the effective daily routines the childminder follows. They receive positive encouragement from the childminder to develop their self-care skills and their personal, social and emotional skills. This ensures that they are well prepared as they progress to their next stage of learning or move on to school.

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

The childminder has good systems in place to help safeguard children and promote their welfare. She has relevant safeguarding procedures and completed training, ensuring she is confident in dealing with any potential safeguarding issues effectively. The childminder follows appropriate procedures to ensure all household members and her assistant complete relevant suitability checks. The childminder safeguards children's welfare through the accurate use of all required documentation. This means that she has a clear record of the children in her care, which she actively shares with parents through the online computer programme. This includes details relating to accidents or medication for example. The childminder talks to parents at the end of each day when they collect their children, and sends emails, ensuring that she responds effectively to the parents preferred means of communication. The childminder can see the comments and information that parents add to their child's computer programme, promoting an effective two-way flow of information.

The childminder successfully implements her broad range of well-written policies and procedures, which promote children's good health and safety. She ensures the home is well organised, clean and well maintained. The childminder conducts regular risk assessments of her home and prior to any outings. The learning environment is well organised with a variety of toys and books that are suitable for the age range of children attending. Toys are of good quality and well organised, with a variety of educational posters and child-sized furniture that together, present a welcoming environment for

children.

The childminder shows high regard to ensuring she meets children's individual needs. She works closely with parents so that she knows about the progress children make in the languages they use at home. She is an active member of the local children's centre and she is aware of the range of childcare professionals that she can call on for support regarding children's additional needs. The childminder promotes equality very well through her practice. She actively ensures that all children are able to engage in activities, and helps them to learn about people in the community. For example, they go on regular outings locally, and to a variety of children's groups where children can socialise. Children join in activities about different festivals that help them learn about cultures and beliefs.

The childminder is developing good methods of self-evaluation. She completes self-evaluation and accurately identifies her strengths and areas that she plans to improve. She has made a very positive start to her childminding service and shows a commitment to driving improvement. The childminder continuously evaluates the educational programme and provides a well-balanced range of free-play and adult-led activities and outings. She promotes all areas of learning well; and as a result, children are purposefully engaged in play and making good progress in their learning and development.

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	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

Unique reference number	EY462446
Local authority	Lewisham
Inspection number	923490
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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