

<b>Inspection date</b>	11/12/2013
Previous inspection date	28/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 confident, motivated and independently choose what they want to play with, owing to the way in which the childminder organises the toys and resources.
- Partnerships with parents are strong, which results in children's individual needs being met effectively.
- The children are happy and settled in the childminder's care because the childminder establishes good relationships with them.

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

- There are fewer opportunities for children to see and use numbers and letters inside and outdoors to consolidate children's understanding of literacy and mathematics.

## 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 the children as they participated in the activities.
- The inspector viewed the rooms used by the children.
- The inspector spoke to the children.
- The inspector sampled a selection of policies, documentation and children's development records.
- The inspector discussed the childminder's practice with her.

## Inspector

Angela Ramsey

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her partner, adult brother and two children in the London Borough of Greenwich. The family live in a house with ramp access to the front door. The areas of the premises available to minded children consist of the living room, kitchen, conservatory and downstairs toilet. Children have access to a fully enclosed garden. The family have a pet dog.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She has five children on roll, including four children in the early years age range.

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

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

- provide further opportunities to promote children's literacy and mathematical skills, for example, by enabling children to see and take note of letters and numbers outdoors.

## Inspection judgements

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

Children receive effective support from the childminder, which results in them making good progress in their development. The childminder talks to the children as they play and her effective use of questioning encourages children to think. For example, she encourages the children to recall the sounds of the letters of the alphabet. Nevertheless, there are fewer opportunities for children to see letters, words and numbers displayed inside and in her garden to help them become more familiar with the concept of numbers and letters and their meaning. The childminder provides good opportunities for children to be creative. Children are able to choose from paint, glitter, crayons and foam shapes to design and make their creations. The childminder uses everyday experiences to consolidate young children's learning, such as the journey to take the older children to school. Consequently, young children recognise and become familiar with their community.

The childminder clearly knows the children in her care well. As a result, play opportunities are based upon children's interests and the next steps for their individual learning needs. At the start of the placement, the childminder collects plenty of information from parents. For example, from the beginning of the care arrangement they are asked about each child's starting points, interests and individual needs. Parents are encouraged to share details of what their child does at home, on an on-going basis, to help the childminder

plan for children's next steps in their learning and development.

The childminder uses her good knowledge of child development to promote children's good progress in all areas of learning effectively. She supports young children's emerging communication and language development well as children are able to help themselves to books. Songs and rhymes are introduced to children during sessions at the local library. The quality of teaching is good as the childminder provides interesting and challenging experiences that meets the needs of all the children in her care.

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

Children play happily, are clearly settled, and content in the childminder's care. As a result of effective settling-in arrangements, young children are able to build up a special relationship with the childminder. The good example set by the childminder means children behave well.

Children are given lots of attention and equal opportunity to enjoy the activities and experiences on offer. The childminder's home is organised for the children's benefit and they can easily help themselves or request what they want to play with. She has devised a system of laminated cards with the pictures of different toys and resources. This enables children with limited language or a special educational need and /or a disability to choose what they want to play with. The childminder provides activities that help children learn about their own and other cultures. Children are able to look at books, which show families like their own and those families with diverse lifestyles. The childminder cares for children of different religions and she meets their needs effectively and the children learn about each others faiths.

The childminder provides regular opportunities for children to enjoy outdoor play. At local parks and the outdoor play areas of under five groups, she encourages children to extend their physical skills and coordination. Children are able to practise their skills on large play equipment, such as climbing frames. The childminder teaches children to gain a good understanding of how to keep themselves safe. She has devised an emergency evacuation procedure to practise with the children, so children learn how to leave her home quickly and safely. The childminder completes thorough risk assessments throughout her home, garden and for outings to help keep children safe.

The childminder encourages children's all round good health effectively. She provides children with healthy meals and snacks, which supports their well-being and good health. At meal times she encourages the children to be independent as they spread butter on their slices of bread and then cut these into quarters. Children are learning good hygiene practices as they wash their hands after using the bathroom and before eating their meals and snacks.

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

The childminder has a good understanding of the learning and development requirements. She involves parents from the outset as she gains information when children first start in her care and observes the children as they play. She plans well for children's next steps and provides challenging activities that help children to move onto the next stage in their learning.

The childminder has a secure knowledge of her responsibility to safeguard the children in her care. She is aware of the procedure to follow should she have any concerns about a child's welfare. She is also aware of the need to inform Ofsted of any changes to her household in order for them to carry out suitability checks on any adults living with her. The childminder demonstrates a good capacity towards maintaining continuous improvement and improving outcomes for children through evaluation. She has successfully complied with both recommendations set at her last inspection, which has improved outcomes for children. Parents are encouraged to make comments and a contribution to their child's learning records. She has evaluated her service and identified appropriate areas to improve her service through training.

The childminder has a secure understanding about the requirements to carry out a progress check on children between the ages of two- and three-years-old and how to use this information to support children's learning. The childminder has developed a good working relationship with parents. She finds out about children's individual needs before they start. The childminder keeps parents well informed about their children's time with her and their progress. For example, she has daily discussions as well keeping written records. This helps to ensure parents are fully informed of the activities their children enjoy and the progress they are making.

The childminder has established positive links with others involved in the children's care and education. This ensures there is a shared approach to children's learning. Overall, children make good progress in relation to their starting points. Activities are effective and prepare children well for the next stage in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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>	EY285330
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	943305
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/09/2010
<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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