

Inspection date

Previous inspection date

09/01/2014

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 knows the minded children well and plans a good range of activities to meet their individual learning needs.
- Good relationships between the childminder and children ensure children are happy and settled in her care.
- The childminder has made good links with other educational settings that children attend, promoting consistency of care.
- The childminder actively engages in children's play and extends their learning effectively.

It is not yet outstanding because

- Methods of sharing information with parents about children's progress and their learning at home are less well established.

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 activities in the childminders home and outside play area.
- The inspector observed the children with the childminder, discussed their progress and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.
- The inspector observed a range of documents showing comments from parents, including their views on the quality of the childminders service.

Inspector

Josephine Geoghegan

Full report

Information about the setting

The childminder registered in 2013. She lives with her two young children in Blackheath in the London Borough of Greenwich. The whole of the childminder's ground floor flat is used for minding, except the childminders bedroom. There is an enclosed patio area and communal gardens available for supervised outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently three children on roll in the early years age range. The childminder walks or drives to local schools to take and collect children and attends the local parent and toddler groups. The family have some fish as pets.

What the setting needs to do to improve further

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

- strengthen the processes of sharing children's achievements with parents by providing further support on how they can continue children's learning at home.

Inspection judgements

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

The childminder provides a good balance of learning experiences that support children's learning needs effectively. She uses her photos and observations of children during play and links these to the seven areas of learning. She then makes assessments of children's progress by reflecting on the expected levels of development. She uses this information well to plan her activities and outings to reflect children's interests and learning needs. The childminder has established good links with other educational settings that children attend. This includes sharing information about children's learning needs so that both settings work in partnership and promote consistent priorities for children's learning. The childminder uses a variety of methods to share information with parents about children's progress, although methods of sharing information to further promote children's learning at home are in their infancy. The childminder has good systems in place to ensure the progress checks for two-year-old children are completed with parents.

Children are happy and settled in the childminders care. They are purposefully engaged in play as she talks to them constantly about what they are doing. She extends their learning effectively by asking them lots of open ended questions which promote their critical thinking skills. The childminder further promotes children's language and communication skills through songs and rhymes and through her awareness of appropriate levels of instructions that she gives children, that she knows they will understand. This promotes their speaking and listening skills. Children's literacy skills are enhanced as the childminder reads lots of stories and takes children to the library to further promote their interest in

books. She supports older children by reading their school story books with them and then they talk about the story together. Children enjoy drawing, and older children are beginning to write the letters of their name. The childminder provides a rich text environment as she has made a variety of her own resources and displays with numbers, letters and words. The childminder encourages children to develop their mathematical skills and solve problems as they use a variety of puzzles. She talks to them about shape, size, colour and pattern as they sort the large beads and thread them to make patterns, for example. Children enjoy dressing up and playing imaginatively with the play food and cooker set. They develop their creative skills while participating in a broad variety of activities where they explore while using paints, collage and malleable materials.

Children learn about the world in which they live through frequent outings in the local community. They join in activities at children's groups and learn about a variety of cultural festivals. The childminder has made treasure baskets of natural resources so that children can handle a variety of objects and learn about nature. They also go on regular outings to the park and local children's zoo to see the animals. The childminder supports children in developing their physical skills well. They use a variety of wheeled toys in the home and play games such as catching the butterflies in the net. They then count the butterflies and look at the different colours with the childminder. Overall, children are making good progress in all areas of learning as the childminder responds well to their individual needs and extends their learning effectively.

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

The childminder promotes children's good health and wellbeing effectively. She has strong relationships with the children, enabling them to feel safe and secure in her care. The childminder implements a gradual settling in programme together with parents and finds out about children's individual needs and daily routines. The childminder supports children in developing their personal, emotional and social skills effectively. She offers lots of cuddles and comfort to children so that they feel reassured. She helps children to share and take turns during play so that they develop their awareness of consideration for other children. This promotes positive relationships and good behaviour. The childminder helps children to learn about safety in the home and while on outings. She also encourages children to take responsibility during daily routines, such as helping to tidy away toys and setting the table at meal times. Children have their own placemats with their photos and details of their dietary needs. They enjoy relaxed meal times where they sit with the childminder and make choices of the foods they like to eat. The childminder promotes children's independence and self-care skills effectively. This ensures that they are well prepared as they progress to their next stage of learning or move on to school.

Children's good health is promoted effectively. The childminder provides regular outside play and outings so that children gain plenty of exercise and fresh air. She has a variety of outside play equipment and takes children to local parks to run around and use play equipment. The childminder implements good hygiene standards at all times and helps children learn about hygiene during everyday routines; as a result older children confidently use the bathroom independently. Children also adopt healthy lifestyles as they

enjoy a balanced diet of nutritious home cooked meals. The childminder works closely with parents and caters for children's individual dietary needs effectively.

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

Good systems are in place to help safeguard children and promote their welfare. The childminder has a clear understanding of her duties to promote children's safety at all times. She has completed safeguarding training and devised a range of relevant policies and procedures aimed at promoting children's welfare. The childminder keeps accurate records relating to the children in her care. This ensures children's welfare is safeguarded through the use of all required documentation which she shares with parents effectively. The childminder promotes children's safety well in the home and while on outings. She conducts regular risk assessments and talks to children about safety issues, such as moving in safe ways, fire safety and road safety. The learning environment is clean and well maintained. Toys and books are of good quality and well organised; this enables children to make choices and follow their own interests during play. The childminder provides a balanced educational programme, enabling children to enjoy frequent outings in the community as well as free-play and adult-led activities in the home. The childminder continuously evaluates the educational programme and caters for children's needs effectively; as a result, children are making good progress in all areas of their learning and development. The childminder shows high regard to promoting equality. She knows about the children's family backgrounds and their individual care needs and organises the daily routines effectively.

The childminder helps children to learn about all people in the community through outings in the local environment and trips to the children's groups where they can socialise. She also engages children in activities relating to a variety of festivals, helping children learn about cultures and beliefs. The childminder uses home contact books to record information and share details about all events of the day with parents. She also has a chat when children are collected and sends emails, promoting good levels of communication with parents. The childminder has good systems in place to support children who have additional needs and is aware of the range of professionals available at the children's centre if she needs any advice. The childminder has made a very positive start to her childminding service and shows a commitment to driving improvement. She has completed an accurate self-evaluation which highlights her strengths and areas that she plans to improve. The childminder also seeks parent's views regarding the quality of her service. Parents report that they are happy with all aspects of care provided. They comment how their children are very happy with the childminder and that they like the variety of activities and frequent outings. Parents state that the childminder cooks a wide range of fresh foods and she caters for their children's individual dietary needs. They comment on how their children now eat foods that they would not previously have eaten. Parents also explain that they appreciate how the childminder offers flexible care that fits around their family schedule. They comment that they couldn't recommend the childminders service more highly and feel lucky to have her as their childminder.

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	EY461725
Local authority	Greenwich
Inspection number	923296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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