

Inspection date

Previous inspection date

30/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Through practical situations, the childminder supports children's communication and language skills.
- Children attend community groups enabling them to interact, play with others and support their learning.
- Children are confident in their environment and have developed positive relationships with the childminder.

It is not yet good because

- The childminder has not obtained all required written parental consent or kept an accurate record of children's attendance to effectively promote children's well-being.
- Children's self-care skills are not consistently encouraged, which reduces opportunities for them to manage their own hygiene needs.
- The childminder does not provide a varied range of resources or made links with school staff, therefore she misses opportunities to fully promote children's 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.

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 childminder and children during their play.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector had ongoing discussions with the childminder regarding her practice throughout the inspection.

Inspector

S Campbell

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children aged seven and eight years. The family lives in a three bedroom house in a residential area of Abbey Wood, within the London Borough of Greenwich. The whole of the ground floor and spare bedroom is used for childminding. There is an enclosed garden available for outside play.

The childminder is currently caring for three children in the early years age group on a full-time and part-time basis. The childminder also cares for two children over five years before and after school. She cares for children who are learning English as an additional language. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to local schools to take and collect children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep an accurate daily record of children's hours of attendance
- obtain written parental permission for taking children out on outings

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

- encourage children to manage their own hygiene and personal needs to develop their self-care skills.
- develop partnership working with other providers, schools and professionals in order to identify all children's needs and complement learning.
- enthuse, engage and motivate children by providing a varied range of equipment and resources that are sufficient, challenging and interesting, including those that represent children's diverse backgrounds.

Inspection judgements

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

The childminder has a satisfactory understanding of the learning and development requirements overall. This means children are steadily making progress in their learning. The childminder obtains verbal information about children's routine, likes and dislikes enabling her to adequately build on what they already know and can do. Although systems for observational assessment are in their infancy, the childminder has begun to undertake observations to track children's progress. She has carried out the required progress check for two-year-old children and shares her findings with parents, enabling them to contribute to children's learning and their next steps.

The childminder supports children's communication and language skills through everyday situations. She consistently talks to children and they are able to follow instructions, such as taking off their shoes before playing in the living room. Children are able to express their wants and needs confidently, using two to three words sentences. For example, they ask the childminder to play their DVD again. The childminder uses her expertise to communicate with children in both English and their home languages. This allows children to develop a positive sense of belonging and freely express themselves using their home language. Children have access to some age appropriate books. The childminder spends time reading with children to promote their interest in printed material. As she reads the stories, she helps children to make the links between the written words and their meaning. Children also enjoy imitating the sounds of a car and cat from the story. Children make early marks while engaging in finger painting activities and when using a white board, which helps them develop their early writing abilities.

Children enjoy playing with puzzles and a ball shape sorter to develop their problem-solving skills. They learn about size because the childminder encourages them to make connections using everyday objects. The childminder spends time playing number cards with children, enabling them to learn some number words and recite numbers in sequence. Children are supported in exploring the use of some technology equipment to support their learning. For example, they are familiar with using the DVD player and select the play button as they enjoy listening to nursery rhymes. Children enjoy playing with small world toys to support their learning. They learn about changes and seasons because the childminder talks to children about the weather and wearing a jacket when it is cold. However, children are not able to play with many resources that reflect positive images of diversity. This does not enable them to develop a good understanding of similarities, differences and the wider community. Children have easy access to available resources enabling them to make some choices about their play. However, the range of resources is limited and most resources are not age and developmentally appropriate to effectively challenge children's learning and development. Children make creations while playing with construction toys and enjoy building a tower. They benefit from acting out real life situations while playing with the doctors' kit. They experiment with a range of sounds to promote their creative skills while playing with a piano type toy.

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

Children have formed positive attachments with the childminder. Children are cared for in welcoming and friendly environment, which supports their transitions from home. Children enjoy the company of the childminder and helping her with various tasks, such as cleaning the table after art activities. Through practical routines, children are encouraged to feed themselves to promote their independence. The childminder works in partnership with parents to support children in their next stage of development, such as toilet training. This helps to soundly promote their well-being.

Children are well behaved and through positive reinforcement, they learn to share and take turns with their friends. Children are praised for their achievements, enabling them to develop an understanding of right from wrong. The childminder cleans children's tables with antibacterial spray after painting activities. However, the childminder does not consistently encourage children to wash their hands and does not talk to them about why they should do so. This reduces opportunities for children to develop their self-care skills.

Children receive healthy snacks and home cooked meals to support a healthy lifestyle. They learn to keep safe on outings because they enjoy listening to a DVD that reminds them how to keep safe. For example, children learn the importance of holding hands, finding a safe place to cross the road and to stop and look before crossing the road. Additionally, regular fire drills help children become familiar with the procedures of what to do in the event of an emergency. Children enjoy dancing and listening to nursery rhymes, enabling them to practise a range of movements. Children regularly take part in a range of outdoor activities that contributes to keeping them healthy, such as visiting community groups.

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

The inspection was brought forward as a result of concerns raised to Ofsted regarding a child sustaining an injury. Following an investigation from Ofsted actions were raised to maintain children's register and records, to ensure children are adequately supervised at all times, identify significant changes in children's behaviour and ensure the premises is fit for purpose. The inspection found that childminder has a secure understanding of child protection procedures and the signs and symptoms that may cause her concern. She understands the correct procedures to follow to promote children's welfare. The childminder supervises and carries out risk assessments of the home. There are appropriate safety measures in place to help ensure children's well-being. The childminder is aware of potential dangers in the garden and visits community groups with the children until these have been addressed. The childminder has appropriate systems in place to record accidents. She understands the appropriate action to take when dealing with accidents and seeking medical attention to promote children's welfare. Although, most documentation is well maintained the inspection found that childminder has not obtained written parental consent to take children on outings. Additionally, an accurate record of children's hours of attendance is not maintained. These are breaches of legal

requirements.

The childminder has implemented a number of policies and procedures and these are shared with parents. The childminder has developed secure relationships with parents. She has put in place a two-way communication book to share information with parents about children's play. She obtains parent's views through verbal feedback and they are encouraged to contact the childminder during the day to obtain information about children's progress. The childminder ensures children's observational assessments are shared with parents so that they gain an understanding of children's learning and development. Although, some information is obtained from children about their school day, the childminder has not established links with school staff to effectively extend children's learning and development. There are processes in place for self-evaluation to identify strengths and some areas for improvement to support satisfactory outcomes for children. For example, the childminder feels she works well with parents to promote children's developmental needs. She aims to improve systems for parents to contribute their views about the care and service provided to further improve her practice and outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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 | EY441468 |
| Local authority | Greenwich |
| Inspection number | 913007 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| 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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