

<b>Inspection date</b>	15/01/2014
Previous inspection date	02/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 environment for children where they have access to a wide variety of age-appropriate 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 a broad range of interesting and stimulating activities and experiences. They make good progress in their learning.
- The childminder has a professional approach and is very committed to providing a high quality childcare service.

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

- Where children are learning English as an additional language, the childminder has not yet fully extended the use of their home languages within the setting.

## 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 children taking part in activities.
- The inspector had discussions with the childminder and her assistant.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read questionnaires from parents and took account of their views.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband and teenage son. The family live in a three-bedroom house in Abbey Wood, within the London Borough of Greenwich. The ground floor of the premises is the main area used for childminding, with a bedroom upstairs used for sleep as required. A garden is available for outside play. The family has a pet dog.

The childminder's husband works with her as a full-time assistant and the childminder employs a second assistant on a part-time basis as needed. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children under eight years on roll, seven of whom are in the early years age group. The childminder also cares for children aged over eight years old. She receives funding for the provision of free early education to children aged two, three and four years. She supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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

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

- increase the use of children's home languages within the setting to further support their communication and language development.

## Inspection judgements

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

The childminder welcomes all children into the setting. She gathers detailed information about each child's needs and starting points before she starts caring for them. For instance, she asks parents to fill in detailed registration forms and talks to them 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 shows a good understanding of how to support children's learning and development through play. She makes regular observations of children's achievements and uses this information to plan 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 daily written feedback about routines, activities and achievements. The childminder also encourages parents to share information from home and they work together to support children's progress towards their next steps. This ensures parents are fully involved in their child's learning.

The childminder makes sure that children take part in a wide 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. She listens attentively when they speak and encourages them to try to say new words. The childminder finds out words from home if children are learning English as an additional language, to support them as they settle in. However, she has not yet extended the use of home languages in day-to-day activities, for instance through music and songs, stories or labels around the room. The childminder successfully fosters children's interest in books when she reads them a favourite story and they ask questions and talk about what happens. She makes good use of every day activities and routines to promote children's understanding of shape and number. She counts out the plates with children and they enjoy finding and matching different shapes all around them in the environment. The childminder plans interesting activities for children to encourage them to express their creativity and imagination. Children have fun exploring inkpads and creating pictures. When they discover they can use the ink to make handprints, the childminder skilfully extends their learning by encouraging them to compare the size of her hand print with theirs. Children find out about the natural world when they make collages with materials such as bark, pinecones and coconut shell. The childminder talks to them about where the materials might come from, and children use their senses to explore them. Children join in with songs enthusiastically and have fun moving their bodies to their actions. The childminder encourages children's physical development well, encouraging them to do things for themselves such as putting on their coat and shoes, so they grow in independence.

### **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 very good relationships with the childminder and her assistant, who are caring and attentive to children's needs. The childminder makes sure she follows children's familiar home routines when they start. This helps them feel secure and prepares them well for transitions and changes in their lives, and effectively promotes their physical and emotional well-being. Children respond well to the childminder's calm, consistent approach and quickly learn the rules and expectations of the setting. As a result, they behave well, learning to share and take turns with each other during a game of skittles.

The childminder's home is very well organised, safe and welcoming. 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 well-equipped playroom. They help themselves to the good range of age-appropriate resources and play materials. Children learn about managing risks and how to keep themselves safe. For example, they listen to a story about road safety and talk about it afterwards. They take part in regular fire drills so that everyone knows what to do in an emergency.

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 freshly

prepared meals and snacks that take into account their nutritional needs. They enjoy a selection of fruit at snack time and try some new dips at lunch. Children play outside every day as part of a healthy lifestyle. They practise their physical skills on the big climbing frame in the garden or enjoy a walk in the woods or the park.

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

The inspection was brought forward, following a recent safeguarding allegation. This resulted in Ofsted setting actions for the childminder, as it was found that she had not followed her safeguarding procedures in full as required. Ofsted also issued a warning letter, as the childminder had not notified them of a change to household members. The childminder took immediate action to update her knowledge and understanding of safeguarding procedures and disqualification regulations. She has used the incident effectively to improve her practice and ensure she continues to safeguard children's welfare appropriately.

The childminder keeps all of the required paperwork for childminding and records are comprehensive, well organised and up to date. She 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 and adapts activities where needed, for instance for children with special educational needs or disabilities. She works closely in partnership with other agencies and professionals as necessary so that children benefit from a consistent approach. 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. Parents are happy with the care provided. They comment on the lovely relationship that children have with the childminder and her tolerant and knowledgeable approach.

The childminder is very committed to continually developing her service. She makes good use of links with other childminders, local children's centres and the support of the local authority to keep up to date and get new ideas. She continually reflects on what she does, attends regular training and takes well-targeted steps to develop her practice and improve outcomes for children. For instance, since her last inspection she has reviewed and extended her systems for observation and assessment to make sure that she continues to support children's development well. She is currently in the process of further developing the outside play area, increasing play equipment, creating a covered area and adding safety surfacing. This will increase opportunities for children to take part in challenging outdoor play activities throughout the year in all weathers.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	EY303071
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	946883
<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>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/12/2011
<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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