

## Inspection date

Previous inspection date

24/01/2014

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

- Children form strong attachments with the childminder, which helps them settle happily into the setting's warm and welcoming environment.
- The childminder organises toys and resources well so that children can easily make choices in their play. This supports their confidence and independence.
- Children have good daily opportunities to be physically active. They enjoy opportunities to be outside in the fresh air.
- The childminder places the children's safety in high regard.

### It is not yet outstanding because

- The childminder effectively shares information about children's progress with parents, although she does not always fully encourage them to share their child's progress at school to support development in 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 viewed all the areas of the premises, both indoors and outside, used for childminding.
- The inspector observed activities taking place in the play room and the children having dinner and had discussions with the childminder at appropriate times.
- The inspector checked evidence of the childminder's suitability and qualifications, and the suitability of household members.
- The inspector the register of attendance and a sample of policies and procedures and talked to the childminder about the children's learning and development.
- The inspector took into account feedback from the parents.

## Inspector

Louise Atkins

## Full report

### Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in the London borough of Greenwich with her husband and their two school-aged children. The childminder also has a dog. The whole ground floor of the childminder's house is used for childminding, with a separate play room for the children. There is a garden also available. The childminder cares for children before and after school and picks up and drops off from the local school. The childminder only looks after school age children. She operates from 7.30-9am and then 3pm-6pm. The childminder and the children regularly visit the local park after school.

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

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

- strengthen partnerships with parents by encouraging them to become more involved in children's learning and development in the setting.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She demonstrates a clear understanding of how to promote young children's development through play and exploration. She uses observations effectively to inform her planning of future activities. For example, she takes account of children's emerging interests and offers exciting activities to stimulate their learning, such as the Chinese New Year. Information about what the children are learning about at school also informs planning for the children. Children enjoy the range of learning experiences, which vary from day to day and cover the areas of learning well. The childminder also takes into account that the children she looks after have been at school all day and may need time to relax and unwind. As a result of the childminder's effective teaching, children become self-reliant learners who confidently build on their existing skills and knowledge. This prepares them well for their future learning.

The childminder provides a good variety of resources that support children's development well. She offers exciting opportunities for children to be creative, such as making model monsters. Children enjoy exploring the materials and using their imagination to create their models. The childminder engages positively by encouraging them to talk about what they are making. She extends their learning through asking open-questions and allowing children to make choices about what they will do next. For example, giving them a variety of materials to stick their model together with. Children cooperate with each other and

support each other's creating with the childminder modelling for the children. The childminder promotes children's confidence and self-esteem because she gives them consistent praise and encouragement, which children relish.

The childminder works closely with school that children attend. This helps to ensure a good continuity of support for children's learning and development, such as making gingerbread men looking at weight and measure. Before children begin at the setting, the childminder gathers relevant information from their parents to ensure she understands each child's needs and personality. Parents receive informal feedback each day from the childminder so that they know about their child's day and the activities undertaken. However, the childminder does not always fully encourage parents to share their child's progress at school to support development in the setting. This does not fully support consistency in children's learning at all times.

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

The childminder is a positive and friendly role model for children and they warm to her sensitive and thoughtful interaction. Children relax in the welcoming environment, within which they have good opportunities play and learn and also unwind. Her responsive and calm demeanour helps to ensure that children engage positively with her, forming close and affectionate relationships. This enables them to settle easily and enjoy the range of activities available.

Children show very positive interactions with the childminder. They quickly form secure attachments with her, which helps them settle quickly and feel safe. Children are confident and the childminder focuses on supporting their individual development well. She offers them frequent praise and encouragement. As a result, children are emotionally secure. The childminder works hard to offer children a positive, enabling environment and an enjoyable, warm and caring early years experience. This supports their well-being and learning effectively.

Children have access to a good range of resources and experiences both indoors and outside, which stimulate their interests well. The organisation of the environment is good and promotes children's ability to engage in independent play and learning. For example, during a creative activity children are able to access other resources when building their models. The childminder encourages children to behave well, acting as a positive role model herself. The care and concern she shows for children helps them develop positive interactions with others. For example, children work co-operatively sharing materials in their play. Children's safety is a priority and all areas of the home and garden are safe and secure. She keeps clear, concise written risk assessments of the home and any outings that take place to help to ensure children remain safe.

The childminder provides children with a freshly cooked, nutritionally balanced meal each day with treat on a Friday. Children have good opportunities to enjoy activities in the fresh air each day. For example, they visit the local park regularly after school. Children increase their understanding about health and hygiene well through daily routines. For example,

children independently wash their hands before meal times.

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

The childminder has undertaken training to ensure she has a firm understanding of how to safeguard children. The childminder has a good awareness of who to contact should she have concerns about a child in her care. Thorough policies, procedures and records are in place to secure children's safety and welfare. Regular risk assessments are in use to offer children a safe and secure environment indoors and outdoors within which they can move and play freely. The childminder has a competent knowledge and understanding of the Early Years Foundation Stage requirements for children's learning and development, which through partnerships with the school supports children's learning and development.

The childminder has only been operating for a short period of time. She has begun to evaluate her practice and the educational program that she provides. For instance, she observed children's interests in certain toys and resources, so she has extended her range to provide further challenge for children. This demonstrates a good drive to maintain continuous improvement and to develop the outcomes for children.

The childminder has good working relationships parents. Parents comment that they are pleased with the service the childminder provides that she is reliable, punctual and trustworthy and say that their children enjoy their time with the childminder. Clear and concise discussions at the start of their child's placement enable the childminder to effectively incorporate their child's individual needs. This helps ensure that the transition from home to the childminder's care is a relaxed, happy and as easy as possible for each child. Daily communication takes place, and parents receive good information about their child's day, their progress and achievements. The childminder understands the importance of sharing information with other settings. She uses information from the school about what the children are learning to guide activities in the setting and enhance their learning and development. This helps support children's smooth transfers between providers well.

### **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>	EY462609
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	926967
<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>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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