

## Inspection date

Previous inspection date

04/12/2013

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

- Teaching is good. The childminder creates a happy, busy environment and her positive, enthusiastic approach to teaching and learning really enhances children's development.
- The childminder demonstrates a very good understanding of how young children learn and develop. She knows the children extremely well and uses observations and assessment effectively to plan the next steps in learning for all children.
- There are effective relationships with parents, with a valuable flow of two-way communication, which supports children's welfare and development.
- The childminder's understanding of safeguarding is thorough and her extensive policies and procedures fully enhance children's safety and well being.
- Children are cared in an extremely safe and secure environment where highly effective risk assessments ensure their ongoing health and safety. Daily routines and outings enhance children's understanding of how to keep safe.

### It is not yet outstanding because

- The childminder does not successfully share information about children's learning needs with other early years settings children attend to promote a consistent approach.

## 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 the childminder's interactions with minded children in the home setting and on the walk home from nursery.
- The inspector looked at children's assessment records and discussed with the childminder how she uses these to support children's individual learning and development.
- The inspector took account of feedback seen from parent/carers.
- The inspector checked a few key pieces of documentation regarding accident records, child record forms and the attendance register.
- The inspector reviewed and discussed the childminder's reflective practice and self evaluation.

## Inspector

Lara Hickson

## Full report

### Information about the setting

The childminder registered in 2013. She lives in Charlton, South East London with her husband and three children, one of whom is in the early years age range. The whole of the ground floor, as well as the three bedrooms and the bathroom on the first floor are available for childminding purposes. Schools, shops, a library and public parks are within walking distance. There is a fully enclosed garden for outside play. The childminder is able to take and collect from local schools and nurseries. The family have two rabbits. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently four early years age children on roll, all of whom attend on a part time basis.

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

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

- develop further links with other early years providers, where the care of children is shared to promote continuity in children's learning and development.

## Inspection judgements

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

The childminder demonstrates a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She supports young children effectively in all areas of learning, which provides them with a solid foundation for their future learning. The childminder provides a bright, welcoming environment where children feel confident, secure and settle well. She organises adult-led activities in her local community to support children's development further, such as outings to toddler groups where they learn key skills, such as sharing and turn taking. The childminder ensures there is a very good balance of child-initiated and adult-directed play activities that incorporate all areas of learning, as well as individual interests. She provides support for each child to develop further through well thought out activities and play experiences. Some children show an interest in cooking activities and the childminder uses this to extend their skills in different areas of learning. As a result, children make good progress in all areas of their development.

The childminder's extensive observation and assessment systems enable her to support children's progress thoroughly and to highlight the next steps in their development. She uses a national guidance document in her practice to support children's progress and development by clearly identifying the next steps in their learning. The childminder demonstrates a clear understanding of how to implement the progress check for children at age two years with parents. Systems to share children's learning and development with

other early years settings children attend are not fully successfully to promote a consistent approach.

Children are developing high levels of confidence and self esteem as a result of the warm, welcoming environment the childminder provides. Children receive support to develop new skills, which the childminder praises and encourages as they attempt or master these. For example, when children use their fingers to write the letters in their name on the childminder's back she praises their efforts enthusiastically. She is able to challenge older and more able children by providing extension to their learning, such as encouraging children to tell her the letters as they trace them. The childminder gives high priority to children's communication and language skills. She supports their language development through introducing vocabulary extensively during play activities and everyday routines. She chats away to the children all the time, including them in conversations and enhancing and extending their vocabulary. For example, she introduces different colours and mathematical concepts on the walk home from nursery when she points out 'look there's a white car at the top of the road'.

The childminder supports children's physical skills well in both the indoor and outdoor environments. Children enjoy cooking activities where they can use different tools in their creations and learn how to mix, stir and cut ingredients as they make mince pies. The childminder has a trampoline and children enjoy jumping on this under her supervision. Children learn new skills from copying the childminder, and master a 'seat drop', which they are extremely proud of. The childminder organises outings to a local children's centre and to music groups where children enjoy dancing activities and playing musical instruments. She takes children to local parks and to a Forest School where they can develop balance, coordination and risk taking skills well, using a range of different apparatus. Children develop early writing skills through a wide range of art activities, enjoying mark making using crayons pens, and paint. Children use a fabulous low-level chalkboard in the kitchen area extensively to mark make.

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

Children form strong emotional attachments with the childminder due to her highly effective settling in procedures. The childminder supports children to build positive relationships with each other and develop a positive self-esteem. During the settling-in period, the childminder discusses all aspects of children's individual characters and requirements with their parents, which enables her to meet their needs effectively.

The childminder supports children to behave well by outlining appropriate behaviour and providing gentle reminders if children display any inappropriate behaviour. The childminder supports children to develop positive relationships by promoting kindness and respect towards each other. For example, during an activity making mince pies children take turns to stir the ingredients. To support their sharing skills the childminder uses a timer so that all children understand when it is time to pass the bowl for another child to have their turn. The childminder effectively supports children's social skills, limiting opportunities for them to become frustrated with each other due to her close supervision.

The childminder promotes children's health and well-being well. She supports children to develop a good understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. She encourages children to develop independent hygiene routines from an early age. For example, all children wash their hands before meals and participating in cooking activities, and the childminder talks to them about having clean hands before eating or preparing food. The childminder is fully aware of children's individual dietary requirements and provides meals and snacks that effectively meet these. She plans regular cooking activities to encourage children's involvement in preparing meals and trying new tastes. They use a range of equipment, which develops their self-help skills, motor skills and coordination. They have enjoyed making an upside down pear cake, banana cake, jam tarts and homemade pizzas, with unusual toppings chosen by children, such as banana and chocolate. Use of the outdoor area and visits to the parks provide a variety of opportunities for children's physical play experiences, where they can use different play equipment. This means children develop positive physical skills in and outside of the childminder's home.

The childminder supervises children extremely well during activities within the indoor and outdoor environments. This effectively supports children to feel and keep safe. Thorough risk assessments are in place. The childminder reviews these regularly to ensure that she identifies any hazards so she can take appropriate action to minimise the risks to children. The childminder involves children in a range of different activities that support them to learn about safety. For example, they regularly take part in the evacuation procedure, which enhances their understanding of how to keep safe in the event of a fire. On the school run and outings in the local community, the childminder discusses road safety and encourages children to tell her when it is safe to cross the road. The childminder maintains comprehensive records of any accidents children sustain whilst in her care, and she has clear procedures for the administration of medication. This ensures that she promotes children's health effectively. The childminder holds a paediatric first aid qualification enabling her to provide appropriate care in the event of an injury or illness.

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

The childminder demonstrates a clear understanding of her responsibilities in meeting all the Early Years Foundation Stage requirements. As a result, she is able to meet children's safeguarding and learning needs well. The childminder demonstrates a good understanding of safeguarding procedures, particularly with regards to recording and reporting any concerns relating to child protection. Clear policies and procedures demonstrate her commitment to safeguarding children. For example, she has a comprehensive understanding of the safe use of cameras, mobile phones and recording devices in her setting, with clear procedures to reflect this. The childminder conducts thorough safety checks and risk assessments of her setting and outings to enable children to play in a safe environment at all times.

The childminder has a very positive attitude towards the ongoing development of her

childminding service. She reflects on her practice, using this as a means to identify her strengths and highlight areas for further development. She demonstrates a keen commitment to developing her knowledge through further training and liaison with other childminders and early years professionals. Since registration, she has completed a number of additional courses, which has enhanced her knowledge of childcare and education further. Regular discussions with children and her continual evaluation of activities and outings she provides ensures that she provides resources and experiences that are age appropriate, challenging and interesting. The childminder also talks to parents about activities, and has a book where she records new ideas for activities to support all areas of learning. She makes changes to her provision as required, ensuring that outcomes for children are continually improving. For example, she has just evaluated a role play activity where children enjoyed playing in a homemade shop. She plans to extend this activity by using price labels and asking children to match their coins to the amount on the label. This will further enhance children's counting and number recognition skills.

The childminder has effective systems in place to develop close partnerships with parents and carers. Letters from parents are extremely complimentary about the childminder. Comments include 'my child has thrived under her and has surprised us with knowledge about numbers and letters that we hadn't realised they knew'. The childminder uses information she gains from parents and her initial observations effectively to plan activities that challenge and interest children in line with their individual developmental needs. The childminder shares information with parents and carers on a daily basis at drop off and collection times and via a daily contact diary. She records information about care routines and details regarding progress and development. She also shares developmental profiles with written observations and photographs showing children enjoying activities to inform parents of children's progress. This enables her to fully involve parents in their children's learning, although systems to share information with other early years settings that children attend are less effective. The childminder supports children to prepare for the transfer to nursery by including regular outings to toddler and music groups. This encourages their social skills as they socialise with other children in a group situation and experience different environments.

### **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

<b>Unique reference number</b>	EY461747
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	923297
<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>	3
<b>Number of children on roll</b>	4
<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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