

<b>Inspection date</b>	24/02/2014
Previous inspection date	08/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 offers a welcoming, well organised environment for children where they have access to a good variety of age-appropriate resources.
- Children take part in a wide range of interesting activities and experiences that support their good progress in their development.
- The childminder works closely with parents and keeps them well informed about their child.
- The childminder has a professional approach and is very committed to providing a high quality service.

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

- The childminder has not fully extended the use of children's home languages within the setting.
- Strategies for engaging parents in their child's learning at home are not fully developed for all children.

## 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.
- 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 1992. She lives with her husband and three children aged over eight years. The family live in Plumstead, within the London Borough of Greenwich. The whole of the ground floor of the home is used for childminding. There is a garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with two assistants. There are currently 17 children under 8 years on roll, 13 of whom are in the early years age group. The childminder receives funding for the provision of free early education to children aged two years. She supports children who speak English as an additional language. The childminder holds a relevant level 3 qualification in childcare. Both of her assistants have level 2 childcare qualifications. The childminder is a member of a local childminding network.

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

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

- extend the use of children's home languages to further support the communication and language skills of children who are learning English as an additional language
- extend strategies for further involving all parents in their child's learning at home

## Inspection judgements

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

The childminder welcomes all children. She gathers detailed information about their background, starting points and needs before they start. Parents fill in comprehensive 'all about me' forms and the childminder talks to them during the settling in process, which includes a visit to their home. This ensures that she gets to know 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 plans interesting and varied activities that effectively build on their interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. The childminder keeps parents well informed. She talks to them every day and they can access detailed information about their child's progress through a secure online website. The childminder encourages parents to share information from home and includes this in her assessments. She offers suggestions to parents of older children about things they can continue at home to support their child's next steps. However, she does not currently fully extend this to include parents of the younger children as well.

The childminder plans a wide range of stimulating activities and experiences for children that prepare them effectively for the next stage of learning and eventually for school. She encourages their communication skills well when she listens to children attentively, repeats new words and asks questions to extend conversations. She welcomes children who are learning English as an additional language and finds out some basic words from home. However, she does not always extend this fully to ensure their home language is incorporated into the setting. For instance, by finding out further words, using signs and labels or learning familiar songs from home. The childminder successfully fosters children's interest in books by making sure a good variety are easily accessible. Children enjoy listening to stories and choosing books for themselves.

The childminder provides varied opportunities for children to explore and investigate. They have fun exploring a tray of jelly, squashing and squeezing with their fingers and tasting it with their mouth. Outdoors, they investigate a tray of earth with bark and leaves and are excited when they spot a spider. The childminder helps them learn about the natural world during 'forest childcare' sessions in the woods and a gardening project at the allotment. She encourages children to use their imaginations when they read a story and then act it out in real life, going on a walk through the 'swishy swashy' long grass and visiting some local caves. She helps children learn about the uses of every day technology when she shows them how to use a digital camera. Children are excited to take photographs of their friends and proudly show the childminder afterwards. Children benefit from a balanced routine and are well stimulated throughout their time with the childminder.

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

Children are confident and settled in the childminder's home. They have good relationships with the childminder and her assistant, who are warm and attentive to their needs. The childminder makes sure she follows children's familiar home routines when they start, which supports children's emotional and physical well-being and prepares them well for transitions and changes in their lives. 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, take turns and be kind to each other.

The childminder's home is well organised, safe and welcoming. She completes daily checks of the home and garden to make sure that children can play safely. She makes sure precautions are in place as needed, such as a safety gate to restrict access to the stairs and the kitchen. The childminder supervises children vigilantly and makes sure they are not left unattended. She makes careful risk assessments of outings and school runs to ensure that children are kept safe at all times. She puts procedures in place such as having special fluorescent vests for children to wear when outside the home so they can be easily identified. Children learn about risks and how to keep themselves safe when the childminder talks to them about road safety. They take part in regular fire drills so that everyone knows what to do in an emergency. Children move confidently and safely around the home. They grow in independence as they help themselves to the good variety of resources and play materials that are easily accessible in the playrooms.

The childminder promotes children's health and well-being effectively. Children learn to manage their own personal needs when they wash their hands before they eat. They all have their own colour coded towels, flannels and bedding, which minimises the risk of cross-infection. Children benefit from regular well balanced meals and snacks that meet their nutritional needs. The childminder helps children learn about healthy choices through a healthy eating project. They enjoy a selection of fruit and vegetables at snack time and older children make fruit kebabs for lunch. Children play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise. They practise their physical skills as they ride bikes, run around and have a turn on the slide.

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

The childminder has a good understanding of the welfare and learning and development requirements. She effectively safeguards children's welfare. She has attended relevant child protection training and is familiar with the procedures to follow if she has concerns about a child. She keeps all of the required paperwork to support the day to day running of the childminding setting. Records are comprehensive, well-organised and up to date. The childminder supervises the work of her assistants closely and makes sure they have regular opportunities for training to develop their skills. She has a good understanding of the learning and development requirements. She observes and assesses children's achievements carefully to make sure that all children are making good progress in their development. She adapts activities where needed so that all children can take part and works effectively with parents and other professionals to support children with additional needs so that all children are included.

The childminder is very committed to continually developing her practice. She makes good use of local training courses and membership of her local childminding network to keep up to date and get new ideas. She evaluates what she does and takes well targeted steps to develop her practice and improve outcomes for children. For example, since her last inspection she has developed her skills in 'forest childcare' and as a result children now enjoy a wider range of challenging outdoor experiences. 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 and procedures as well as a wealth of information online. The childminder also works closely in partnership with other early years settings that children attend. For instance, she makes sure she is familiar with topics covered and activities that children are doing at nursery and continues them while they are with her. This means children benefit from a consistent approach to their learning.

### **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>	401715
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	955569
<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>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/03/2012
<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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