

## Inspection date

Previous inspection date

11/03/2014

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

- The childminder has very good settling-in procedures so children are secure and happy and are well motivated to play and learn.
- Children show good levels of independence. They are happy and settled and have developed a good relationship with the childminder and her family.
- The childminder plans a good range of activities and experiences so that children make good progress in relation to their developmental starting points.
- The childminder develops strong links with parents, which ensures a consistent approach to children's well-being.

### It is not yet outstanding because

- The childminder does not make full use of words and labels around the home, which means she occasionally misses opportunities to enhance children's early reading skills.
- The childminder does not involve children in fire drills to extend their understanding of how to keep themselves safe in an emergency.

## 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 had a tour of the premises and areas that children use.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector observed interactions between the childminder and her minded child.

## Inspector

Pamela Paisley

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her young child in Balham within the London Borough of Lambeth. Her home is located close to parks, schools and local transport links. All areas of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age group.

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

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

- strengthen children's early reading skills by providing more labels and words around the environment, to enable them to identify resources independently
- provide opportunities for children to learn about what to do in an emergency evacuation.

### Inspection judgements

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

The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn. She uses this knowledge well and, as a result, the quality of teaching is good. The childminder effectively plans and provides stimulating activities and spontaneous events that engage and motivate children. The childminder shares children's achievements with parents on a daily basis; this makes sure that they know what their children are learning so that they can reinforce learning at home. Parents are encouraged to share information about their children's learning and development at the start of a placement. This gives the childminder a clear understanding of children's starting points and how to support their future learning. The childminder uses assessments and observations to help her track children's development and plan for their next steps in their learning. Children regularly visit toddler groups, where they develop their social skills by mixing with children of a similar age.

The childminder supports children's communication, language and literacy skills well. For example she uses flash cards to help children link objects with words. Children show a great interest in books and listen intently to stories told by the childminder. Very young children are beginning to learn and say new words. However, there are few labels and pictures in the environment to extend children's understanding that print carries meaning, through, for example, helping them to identify where things belong when tidying up and

choosing toys. Children learn about their local community during trips to local shops and supermarkets. The childminder supports children who are learning English as an additional language by speaking to them in their home language. A range of resources is in place to help children gain awareness of the diverse society in which they live. These include small world play people, dolls and books. Children help to look after carrots, tomatoes, sweet peppers and spring onions in the childminder's garden. This helps them to learn how living things grow and broadens their understanding of the wider world.

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

The childminder spends time getting to know children's home routines. She visits children in their own home environment before they start attending. This gives the childminder good insight into children's interests, their sleep patterns, favourite toys, and likes and dislikes. This effective process eases the move from the child's home into the setting. The childminder provides a stimulating and welcoming environment with a good range of resources. She organises her home so children can choose resources easily which promotes their independence. As a result, children are confident in helping themselves to play with materials and toys. Children's behaviour is good. They are learning the importance of sharing and taking turns when playing through gentle reminders from the childminder. The childminder carries out daily checks of the home to ensure children can play safely. She has effective precautions, such as safety gates, in place and is vigilant about supervising children at all times. However, she has not yet practised emergency evacuation procedures with the children, to make sure that they learn how to take prompt action in an emergency.

The childminder helps children develop positive attitudes to physical exercise, well. Children enjoy using pedal bikes, a slide and trampoline in the childminder's garden. They regularly visit local parks where they can practise climbing on large play equipment such as climbing frames, and use swings. This helps them gain differing physical skills. The childminder provides fresh fruit and vegetables throughout the day. Children enjoy a wide range of healthy meals that are freshly cooked; this encourages children to make healthy choices about what they eat and drink. Children are adopting healthy lifestyles as they learn the importance of washing their hands before meal times to prevent germs spreading. Children feed themselves at meal times and are becoming skilled at dressing themselves. These skills support their future learning and independence, for example, when they move to school.

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

The childminder has a good understanding of the safeguarding and welfare requirements. The childminder has good safeguarding procedures in place to follow should she have concerns about a child in her care. The childminder has attended relevant safeguarding training to ensure her knowledge is up to date. The childminder carries out regular risk assessments to minimise risks to children in her home and on outings. A full range of

policies and procedures are in place. The childminder shares and discusses these with parents so that they are fully aware of the service she provides. The childminder is fully committed to inclusion and children are able to participate fully because activities are thoughtfully adapted to meet their needs.

The childminder has effective partnerships with parents. She meets with them on a daily basis to give them feedback on their children's day including their well-being. Parents receive information about the range and type of activities and experiences that she provides for the children, including daily routines. Parents comment that they are very pleased with how well their children settle in the childminder's care. The childminder is committed to developing strong links with other early years provision where her minded children might attend in the future, to maintain continuity of learning and development. The childminder has a good understanding of the learning and development requirements. She effectively monitors children's learning and development to ensure they make good progress towards the early learning goals. The childminder has a strong commitment to maintaining continuous improvement and has made a very positive start to her childminding service. The childminder is keen to develop professionally and intends to go on further training to enhance her childcare knowledge.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY465116
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	936294
<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>	5
<b>Number of children on roll</b>	1
<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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