

Inspection date	05/03/2014
Previous inspection date	10/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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 implements all aspects of the educational programme very successfully; ensuring children have excellent opportunities to make significant progress in all areas of learning.
- There is an excellent partnership with parents and other professionals, resulting in children's needs receiving the utmost priority.
- The childminder builds secure attachments with the children and instils a sense of well-being, meaning children are safe and feel secure with her.
- The childminder safeguards children well in the setting because she has a thorough knowledge and understanding of her role and responsibilities to keep them safe from harm.

It is not yet outstanding because

- The childminder does not routinely extend opportunities for children to share their own views and ideas about the activities, routines and experiences they encounter.

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 spoke with the childminder at appropriate times throughout the inspection and interacted with the children.
- The inspector looked at children's records and other relevant paperwork.
- The inspector looked around the premises.
- The inspector took account of the views of parents through speaking to them at the inspection and reading questionnaires provided.

Inspector

Marcia Robinson

Full Report

Information about the setting

The childminder registered in 2004. She lives with her three children in Thamesmead in the London Borough of Bexley. The home is within walking distance of local schools and shops. The whole of the ground floor, including toilet facilities and the rear garden are available for childminding. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll. The childminder offers care to children up to the age of eight years. She operates all year round, Monday to Friday, except public and family holidays. She is a member of a local childminding network and a professional childminding association.

What the setting needs to do to improve further

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

- extend opportunities for children to share their own views and ideas about activities, routines and experiences they encounter.

Inspection judgements

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

The childminder has an excellent understanding of how young children learn and develop. She uses the Early Years Foundation Stage framework effectively to monitor and track children's progress towards the early learning goals. The childminder is proactive in sustaining a first rate understanding of early years practice through training and research. For example, through completing 'schemas' training, she enhances her understanding of how children play, their activities, and behaviours. This securely supports the childminder with planning for children's individual needs. The childminder gathers valuable information from parents about children's individual needs when they begin, which she uses very effectively as a starting point to measure children's progress. The childminder plans a personalised learning programme for all children, based on precise, robust and accurate observation and assessments. These assessments include regular feedback from everyone involved in children's learning, such as parents. This means the childminder has an excellent understanding of the children's likes, abilities and learning needs. Therefore, she is clear about what she needs to do next to support their ongoing learning. This highly effective teaching, and consistent and thorough approach to observation, assessment and planning, means the childminder supports children exceptionally well in making rapid progress in their learning. The childminder monitors children's progress very closely using an online system that involves parent's contributions about their children's learning at

home. This approach promotes excellent partnerships between parents and the childminder. Consequently, children's individual learning needs are supported exceptionally well, meaning they are extremely well prepared for the next stage in their learning and eventually for school.

Children take part in an excellent variety of activities, outings and experiences that are appropriate for their age and needs, and effectively support their learning and development. The childminder has a strong focus on the children's individual interests and abilities. For example, she follows their lead in play, re-shapes activities to build on their choices and plans for their personal development around their interests and learning styles. This excellent approach to teaching results in children being highly motivated and enthusiastic learners. For example, children are eager to learn about the natural world when they go on nature trails in the park, and when they use tools to dig for insects and bugs in trays of soil in the childminder's garden. They show great interest as the childminder encourages them to examine the features as she names and counts the various insects. Young children count alongside the childminder up to five. They relate the insects they find to the posters displayed in the garden, which supports their learning very well. Children further develop a deeper knowledge as they plant and grow plants, such as sunflowers in the garden, and learn how the seeds need water, food and sunshine for them to grow.

The childminder continually talks to the children during play activities and daily routines. She complements words in their home language through stories and songs alongside words in English. As younger children progress, she is beginning to introduce simple questions to extend their language and communication skills further. Children enjoy lots of songs, and join in the actions and jig along as they listen to familiar songs and rhymes playing softly in the background. The childminder enthusiastically promotes language and communication at a level appropriate to each child's level of understanding. For example, she supports toddlers to copy sounds and repeat words when playing and sharing books together. There is an extensive range of books, easily accessible in cosy areas of the childminder's home, such as a tented area of the garden. Children clearly enjoy books, both independently and with the childminder. The childminder complements this with trips to the local library and the use of simple 'story sacks' to develop children's love of books. All of these experiences give children the essential skills and attitudes needed for their future learning.

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

The childminder is warm and welcoming and provides an environment where children are nurtured and well cared for. She ensures she treats children equally and offers the same opportunities according to their individual needs. The childminder liaises effectively with parents and involves them in a gradual settling-in programme, which encourages them to bring their children's favourite things from home, which acts as a comforter. This ensures children receive positive support in the move from home to the childminding setting. They clearly benefit as a result, and have positive relationships with the childminder and each other, which effectively promotes their physical and emotional well-being. Young children

freely approach the childminder for hugs and cuddles that help them feel safe and secure. Young children behave extremely well given their ages and stages of development. The childminder uses a consistent approach towards managing their behaviour in partnership with parents. For example, children respond well to the childminder's gentle reminders about sharing, and any minor disagreements are quickly resolved. Older children understand how to behave and are encouraged to think about the behaviour rules, which they have written themselves to display in the setting. This means that older children understand how to behave and are able to set a good example to younger ones. A wide range of good quality toys and resources, including those that reflect positive images of diversity are accessible to children within the play environment. Additionally, the childminder celebrates a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting.

The childminder takes good steps to promote children's health, safety and well-being. She is vigilant about supervising children appropriately at all times, and carries out detailed written risk assessments throughout her home, garden and on outings to help keep children safe. This supports her well to remove potential hazards, for example, ensuring radiators remain at a safe temperature to ensure children's safety. From a young age, children are developing an understanding of keeping themselves safe. This is because while on outings the childminder talks to them about road safety; for example, by looking for cars, using the zebra crossing and waiting for the green light. The childminder follows careful procedures when preparing food. She has completed food hygiene training to prevent the risk of food contamination. She provides a balanced menu of healthy meals, snacks and drinks, which cater for children's nutritional needs. Children follow good hygiene practices through consistent routines and positive role modelling, with pictorial hand washing displays in the bathroom to support them. This helps children to learn why it is important to wash their hands in order to maintain their good health and to prevent illness. In addition, the childminder encourages children to brush their teeth after meals, to help them learn about the importance of dental hygiene. Children have plenty of opportunities to practise their independence skills as they feed themselves with a spoon and negotiate the steps in and out of the garden. Children progress extremely well in their physical development as they play outside every day as part of a healthy lifestyle, benefiting from fresh air and exercise. They enjoy free-flow access to the garden, daily outings, walking to and from school, visiting local parks or drop-in groups. This supports children to extend their physical and social skills and develop confidence when they are away from the main care setting.

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

The childminder successfully meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of her responsibilities towards the children in her care and the need to provide a safe environment. She completes regular child protection training and knows what steps to take if she has concerns about a child. Furthermore, the childminder is very experienced in working with other professionals, such as health visitors and social workers, so that all

children receive appropriate support, and have equal opportunities to develop to their full potential. The childminder has a well-written safeguarding policy and related procedures, which requires all visitors to show identification and sign into her home. In addition, the childminder is fully aware of her responsibility to notify Ofsted of any significant changes or events, which has a positive impact on children's well-being. The childminder gives high priority to promoting children's safety and regularly completes written risk assessments of the home and prior to any outings. Her home has undergone a full fire safety check, completed by the fire service, which further promotes children's safety. Record keeping is thorough and well organised, alongside a broad range of policies and procedures aimed at promoting children's health, safety and well-being. The childminder keeps accurate records of medication administered and children's attendance. She holds a valid first aid certificate and a suitably stocked first aid box, which means that she can give appropriate treatment if there is an accident to a child in her care. The childminder is responsible and confident with children and has a thorough understanding of how young children develop and learn. She provides an excellent educational programme, which she monitors effectively. Consequently, children flourish in this environment and make significant progress in their learning and development.

Partnerships with parents are excellent. This makes a considerable contribution to the success in meeting every child's specific needs. For example, the childminder implements a collaborative approach to assessing children's learning needs, and fully engages parents in the cycle of observation, assessment and planning priorities for children's future learning. She uses an online system, daily discussions and telephone calls to make sure that parents are always aware of things that their children are doing. Children are clearly very settled and happy because of this highly effective approach to shared working. They benefit extremely well from this continuity of care. In addition, the childminder regularly seeks feedback from parents through questionnaires to help her make changes to her practice. These indicate that parents are extremely happy with the service provided, including the daily feedback and the progress their children have made during their time at the setting.

The childminder clearly shows she enjoys her work and is committed to providing high quality care. She self-evaluates her practice well, for example, 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 gain new ideas. The childminder is keen to continue to improve her practice through on-going training and has good links with support agencies to enable her to do this. She is proactive in addressing the recommendation from her previous inspection and consequently, uses this to improve learning opportunities for children. The childminder does not consistently gain the views and ideas of children to further enhance what she offers, to assist in identifying priorities and planned areas for further improvement.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY282809
Local authority	Greenwich
Inspection number	948453
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/07/2013
Telephone number	

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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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