

<b>Inspection date</b>	25/03/2014
Previous inspection date	18/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Met
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 develop a secure attachment to the childminder. She is warm, caring and attentive to their needs.
- The childminder has a good understanding of the Early Years Foundation Stage and provides a good range of experiences to promote children's development in all areas of learning.
- Good partnership with parents is established and they contribute to their child's initial assessments and are well informed of their progress.
- The childminder implements her clear policies and procedures well to help maintain the welfare and safety of the children.

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

- Opportunities to use skilful questioning and give simple instructions to support children's understanding are sometimes missed.

## 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 activities taking place in the living room, kitchen and the bathroom.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector spoke to children present on the day of the inspection.
- The inspector takes into consideration parent's views given by questionnaires.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

The childminder was registered in 2009. She lives with her partner and two school age children in the London borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for minding, with the exception of the master bedroom. The childminder is registered on the Early Years register and the compulsory part of the Childcare Register. She is currently minding two children in the early years age group. She attends several toddler groups on a regular basis and takes the children out daily.

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

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

- develop the way children are supported to internalise and carry simple instructions to enhance their communication and language skills.

### 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 Early Years Foundation Stage and provides a range of experiences and opportunities to promote children's development in all areas of learning. She provides a wide range of activities that capture children's interests and build on their existing knowledge and skills. This contributes to the good progress children are making towards the early learning goals. The childminder complete the assessment for two-year-olds with parents and they agree on children's next steps. Children receive a strong grounding in the key skills that they need to be ready for their next stage in learning, such as attending nursery or school. Parents contribute to initial assessments and they are all well informed of their children's progress, for example, through the daily diary and the children's records of achievement. Parents are encouraged to support and share relevant information about their children's learning and development at home. These systems help children to settle and involve parents in their children's development and learning.

The childminder engage the children in discussions about their play, She develops their communication skills as they begin to use more complex sentences, by linking their thoughts and explain what they are doing. However, opportunities to use skilful questioning and give clear simple instructions to support children's understanding are sometimes missed. Children has a range of books which they share with the childminder or use by themselves, they see displays of words. For example, labels of resources and different prints on posters, showing them how words can be used to convey meaning. Children show fascination and interest in their surroundings. They become engrossed in

their play as they draw, make pictures of where they have been at the weekend. They are able to help themselves to a variety of toys, which are readily accessible to them; this shows their independence and self-awareness.

Children are sociable with each other and play happily together. They show good levels of cooperation as they play together talking about who has different colour glue stick and what they are doing. The organisation of space and resources, along with the childminder's caring nature, creates a warm, welcoming and accessible environment, where children are making good progress in their learning and development.

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

Children develop secure attachments to the childminder and her family. She is warm, caring and attentive to them. She speaks clearly and calmly, gaining eye contact at their level when talking with them. This helps children to form strong bonds. The childminder has gentle settling-in procedures, giving time for children to adjust. As a result, children feel safe to leave their parents to explore their surroundings. The childminder knows the children well and understand their starting point and needs. She spends much of her time playing with the children, which supports children in developing confidence and a positive self-esteem.

The childminder uses photographs of the children to help them develop their self-awareness. This clearly shows the childminder values their achievements.

The childminder is a good role model. Children behave well, talking, listening and playing with the childminder and each other. Children are happy and confident as they explore and investigate resources independently. As a result, they follow their interests and promote their own learning well. Children learn about safety, for example, they are encouraged to inform the children if an item of equipment is broken. This helps the children to develop an awareness of keeping themselves safe. Children are beginning to understand the benefits of regular exercise through walking and active play at the park and to school daily. All children's dietary needs are known and they are provided with healthy snacks, nutritious meals, and drinks. Children are supported in developing the skills they will need for school. The childminder encourages them to put on their shoes and coats for themselves. They wash and dry their hands, encouraging their independent as they get older and develop important skills for the future.

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

The childminder implements her clear policies and procedures well to help maintain the welfare and safety of the children. She is conscious of her duty to protect children in her care and is aware of the procedures she should follow if there are any safeguarding or child protection concerns. This helps to ensure children are protected in the setting. She gives high priority to providing a safe environment for children. She completes robust risk

assessments and supervises the children appropriately to promote their safety. The childminder regularly makes good, evaluative observations of children across all areas of learning and uses these to monitor children's progress.

The childminder shows a commitment to continuously developing her practice. She regularly reflects on her practice and implements changes where necessary to better support children's individual needs.

The childminder has begun to evaluate her practice to identify areas for further development. She spends time building a secure relationship with parents to encourage the constant exchange of information. This results in children's ever-changing needs being continually met, as the childminder adapts her practice to meet their specific requirements. Parents are kept fully informed about their children's daily care, activities and progress. They comment favourably about the childminder's provision. Parent's state in their evaluation questionnaire that they feel their children has settled well and making good progress in the childminder's care and the stimulating environment, she provides.

### **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>	EY387956
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	782952
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/10/2010
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

