

Inspection date

Previous inspection date

25/04/2014

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

- Teaching is good because the childminder understands how children learn. Consequently, she is able to support their learning and thinking through good quality activities and interaction.
- The childminder provides good access to the outdoors and nutritious meals and snacks. This approach promotes children's all-round good health effectively and children understand about healthy living.
- Partnerships with parents and other provisions are well-established to support children's individual needs effectively.
- The childminder has a professional approach and is keen to improve further. She is very well organised, enabling her to provide a good standard of care to a range of children, while having firm plans for future development.

It is not yet outstanding because

- Although the childminder has lots of labels in English in the learning environment, she does not make maximum use of print in children's home language to further support those who are learning English as an additional language.

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 areas of the premises that children use.
The inspector observed activities and interaction between the childminder and children during play in the living room, conservatory and garden. She held discussions with the childminder at appropriate times throughout the observations.
- The inspector looked at children's records and other relevant paperwork, including the childminder's safeguarding policy.
- The inspector read questionnaires completed by parents and took account of their views.

Inspector

Marcia Robinson

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and sister in Plumstead in the London Borough of Greenwich. The ground floor of the premises is the main area used for childminding, with a family bathroom and bedroom available upstairs. A garden is available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll and three of these are in the early years age range. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the learning environment making it richer in print to further promote and support children's recognition of words and what they mean both in English and children's home language.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how to promote children's learning. Consequently, children learn in a welcoming and caring environment, where they develop the necessary skills to help them prepare for their next stage in learning. The quality of teaching is good and the childminder knows the children in her care very well. The childminder's plans, routines and experiences reflect children's individual needs and interests. This approach helps to keep children motivated so that they want to learn new things. The childminder gathers detailed information from parents to identify and plan for children's individual needs. She makes effective observations of children as they play and takes photographs of them to illustrate the activities children enjoy. The childminder keeps parents well informed through sharing daily and weekly reports, as well as children's individual learning journals. This information helps to keep parents informed about their child's ongoing progress. In addition, parents are encouraged to maximise their children's learning at home. The childminder offers parents suggestions, such as reading stories, singing songs and playing music tapes that she knows the children enjoy. As a result, children are making good progress in their learning given their starting points and capabilities.

Children are interested in the activities provided and motivated to learn. This is because the childminder has a competent understanding of how to support children's learning through play. She ensures that activities are stimulating, fun and of interest to the

children. For instance, the childminder introduces positional language, such as left, right, under and over, as she throws soft balls. She encourages children to identify colours, count and catch balls as they have fun jumping on the trampoline in the garden. Children choose independently from a broad range of resources and enjoy playing indoors and outdoors. This approach means they develop the ability to lead their own play. The childminder encourages their communication skills well when she listens to children attentively, repeats new words and asks questions to extend conversations. As a result, children are confident communicators. The childminder welcomes children learning English as an additional language and asks parents to provide her with some key words from home. However, she does not always extend her encouragement fully to ensure their home language is incorporated into the setting. For instance, she does not use key words in children's home languages to create signs and labels around the learning environment. Nonetheless, the childminder successfully fosters children's interest in books by making sure a good variety is easily accessible. Children enjoy listening to their favourite stories and choosing books for themselves. The provision of a good range of writing materials, such as pencils, chalks and crayons, enables children to regularly practise their writing skills. Children are developing their knowledge of phonic sounds and they have started to form recognisable letters and can write and recognise their name in print.

Children enjoy daily opportunities to express their creativity. They take part in craft activities and imaginary play, for instance, as they build a stage for their play figures. Here, they talk about making a 'theatre' with a 'path' using large foam puzzle pieces along the floor. The childminder extends this play as she offers children more space to develop their ideas and encourages them to have a go identifying different letters. The childminder fosters children's personal, social and emotional development well. She consistently praises them for their efforts and achievements. Children are developing good social skills as they sit together and have conversations with the childminder and each other at meal times. Children experience a varied range of opportunities within the local community, where they socialise with other children of similar ages and interests. For example, they attend children's centres; visit other childminders and their children and go to local places of interest throughout the week. This means that children are developing a broad range of skills through varied and challenging experiences, which support their current and future learning.

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

The childminder provides a well-organised, safe and welcoming environment, which helps children move around the home confidently and safely. The childminder arranges resources and the learning environment thoughtfully so children's independence as learners is very well encouraged. Children are confident and very settled in the childminder's care. They express their own ideas about what activities they want to do and select play materials confidently. They have formed positive relationships with each other, the childminder and her family. As a result, the childminder is warm and attentive to children's needs, which supports their emotional and physical well-being. Children quickly form a secure emotional attachment with the childminder because she has an effective settling-in procedure, including visits to each other's homes before minding commences.

This approach ensures children receive positive support in the move from home to the childminding environment. The childminder is a good role model for the children. She speaks to children respectfully and calmly at all times and teaches them how to share their toys and be kind to each other. As a result, children behave well considering their ages and stages of development.

The childminder demonstrates a good level of commitment to promoting children's health, safety and well-being. She carries out thorough risk assessments throughout her home, garden and on outings to help keep children safe. She supervises children closely while encouraging them to try things for themselves. For example, children know how to fasten their seat belts on the car journey home from school. Children show a good awareness of actions they must take when using large play equipment in the garden. For example, they fasten the zip on the netting surrounding the trampoline to enable them to bounce up and down safely. In addition, children develop a good awareness of their own personal safety as the childminder teaches them about road safety and they regularly practise the fire evacuation procedure. These activities help them understand what to do in the event of an emergency.

Children are developing a good understanding of the importance of living a healthy lifestyle. They learn about healthy eating as they help to grow seeds and try these and other foods from different countries. The childminder provides children with a nutritious and well-balanced menu that takes account of their individual dietary needs. Children help themselves to the bowl of fresh fruit and their drinks throughout the day. This approach helps maintain children's good health. Children respond cooperatively to the routines of the day and they are learning good hygiene practices. They wash their hands following the childminder's request to prepare for lunch. They collect their own bowls and cutlery and climb onto a chair to serve their own food. These activities help children develop their independence and prepare them well for the next stage in their learning. The childminder provides good opportunities for physical play through well planned indoor and outdoor activities. Children have access to bikes, pedal cars and a trampoline in the childminder's garden. They regularly visit local parks where they can play ball games and use swings, slides and climbing frames. This planning helps children develop a positive attitude to physical exercise.

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

The childminder has made a successful start to her childminding service. She has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, including children's learning and development. For example, the childminder monitors children's achievements carefully to make sure that all children are making good progress in their development. She demonstrates a secure knowledge of the requirement of the progress check for two-year-old children. The childminder has a comprehensive understanding of her safeguarding responsibilities and has recently attended child protection training. Consequently, she demonstrates a secure and clear understanding of her role and responsibility in safeguarding children. The childminder has

devised a broad range of policies and procedures, which she shares with parents. This includes a well-written safeguarding policy that covers allegations against adults in the household and the use of mobile phones and cameras in the setting. The childminder holds a valid first aid certificate and keeps accurate records relating to children, including records of children's attendance and any accidents or medication administered. This approach helps to safeguard children's welfare. The childminder has all necessary safety equipment in place to keep children safe. She records risk assessments carried out on the home and for outings, along with action taken to reduce any identified risks. The childminder implements these procedures effectively to ensure children can play and explore safely.

Partnerships with parents and others are strong. The childminder builds good links with other professionals and educational settings that children attend. This liaison promotes effective communication and information sharing about children's learning needs. At the start of the placement, the childminder works closely with parents to ensure she has a good understanding of each child's background and needs. She keeps them well informed about their children's time with her and their progress. For example, she has daily discussions, as well as sending electronic messages to parents regularly. This communication helps parents to receive full information about the activities their children enjoy and the progress they are making. Additionally, the childminder encourages parents to be involved in their child's learning. She emails them interesting childcare articles and welcomes them into the setting to share their skills with the children. For example, a parent trained in physical education came to teach children how to use the trampoline, which enables a shared approach in support of children's learning.

The childminder clearly shows she enjoys her work and is committed to providing good quality care and education for all the children. She completes detailed self-evaluation and uses feedback from parental questionnaires to make improvements wherever needed. Parents' comments are all positive and reflect their appreciation of the care and learning the childminder provides. The childminder is very well motivated and has attended useful training courses and conferences since registration. For instance, she has undertaken additional courses to support children who have identified additional needs. Consequently, all children are enabled to meet their full potential. She plans to further her childcare qualifications and to go on training courses to continue to enhance her childcare knowledge and skills to benefit children's well-being.

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

Unique reference number	EY461330
Local authority	Greenwich
Inspection number	927915
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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