

Inspection date	01/05/2014
Previous inspection date	11/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has developed strong and meaningful emotional attachments with children which builds on their confidence and self-esteem.
- The childminder communicates effectively with children so they feel confident to share their ideas and talk about their experiences.

It is not yet good because

- Systems to monitor children's progress are not fully developed. Assessments do not reflect what children are learning in the setting and this reduces the childminders ability to plan for individual children and track progress from their starting points.
- Information sharing with the school and partnership working with parents does not include sufficient communication about children's learning priorities.
- Children do not have the opportunity to use technology to carry out research and answer their own questions relating to their school projects.

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 carried out observations of children indoors.
- The inspector looked at a learning journey.
- The inspector sampled a range of documentation including the safeguarding, behaviour management, complaints policy, records of fire drills and attendance.
- The inspector observed a snack and meal time including hygiene routines.
- The inspector spoke to a parent at collection time.

Inspector

Jane Winnan

Full report

Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the London Borough of Lambeth with her family. The whole of the ground floor of the childminder's home is available for childminding. Children have access to an enclosed garden for outdoor play. There are currently seven children on roll who attend after school on a part time basis. Two children are in the early years age group. The childminder offers care from Monday to Friday all year round. The childminder collects children from the local school and takes the children to the nearby park.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the observation, assessment and planning systems so as to monitor and track children's progress more effectively and to plan for the next steps in children's individual learning
- develop further the partnerships with parents and other settings to improve sharing of information about children's learning and development.

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

- develop reflective practice to monitor systems including how to monitor children's progress and the impact this has on children's learning and development.
- provide opportunities for children to use technology to explore, observe and find out about people, places and the environment for example, researching topic work relating to school projects.

Inspection judgements

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

The childminder is not fully effective in meeting the learning and development requirements of the Early Years Foundation Stage because systems for observation, assessment and planning are not fully established. She has not considered tracking children's progress from their starting points. As a result, the childminder is unable to identify if children are making sufficient development progress. The childminder carries

out observations and links what children can do to the seven areas of learning. However, the childminder uses the school's curriculum newsletter to identify what children need next in their learning instead of using her own observations to decide on children's future support. This means that the childminder is not effective in planning for children's individual needs, for example children's personal, social and emotional development. The childminder writes summaries of what children can do. However, these are not shared regularly with parents or other relevant professionals. As a result, the childminder does not discuss with parents how they can support learning at home. Although the childminder cares for after-school children she is aware of the need to implement the progress check for two year-old children under the Early Years Register.

There is a suitable range of resources that the childminder provides across the areas of learning. Children access some resources that reflect positive images of diversity for example, books, dolls and dressing up clothes. She also provides colouring activities for children to explore different cultural dress and dance to add interest to children's learning. The childminder strengthens the positive impressions children have of their own cultures, researching flags so children can learn about their own heritage and identity, supporting their learning at school. However, the childminder does not give children opportunities to use technology themselves for research to enhance their school project work.

The childminder provides a balance of both adult-led planned activities and those initiated by the children. Pens and paper are freely accessible to children and they choose to colour in some printed sheets from the internet of a bus and Viking long boat. The childminder adapts activities to meet the individual needs and abilities of children which support their school topic of 'transport' at school. She extends children's learning through discussion and by showing them pictures in a book about Viking life. The children draw their own picture of a person, using chalks, exploring different materials. The childminder encourages children to talk about their drawings and spell words to support communication and literacy skills. Children write their names on their drawings demonstrating their improving skills in literacy.

The childminder provides good opportunities for children to create and design and they repeat and build on a previous activity making jewellery. The children recall an activity making a headband from leaves taken from the garden, for example. The childminder gives praise,, building the children's confidence and self-esteem. She makes up a den for the children using a sheet and chairs and the children crawl inside and use their imagination to make up stories. The childminder supports children's language and communication skills well; she talks to them about what they are doing and encourages them to share their ideas, asking some open-ended questions. The children measure and cut pieces of string with scissors and attach them to the door frame. They jump over the string and the childminder promotes children's language skills, reinforcing positional language for example, 'you can jump 'over' it, go 'under' it or go 'through' it'. Children are gaining the skills they need to move onto the next stages of their learning.

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

The childminder has built up strong and trusting relationships with the children in her care. They behave well, demonstrating that they are happy and feel safe in the childminder's home. The children have access to a good range of resources, which are stored in the two cupboards for ease of access. The organisation of these resources encourages children to self-select games, equipment and craft materials, encouraging them to make their own choices. Children have access to ample play space where they can rest, play and move around freely. Parents comment on the 'home from home feel' and the range of play based activities on offer, for example, ball games, dressing up clothes, drawing, modelling, games, imaginative and construction activities.

The childminder has a good understanding of keeping children safe and carries out regular risk assessments of the home, garden and on outings. She helps older children gain an awareness of how to keep themselves safe when going to the local park, having discussions around dogs, road safety and stranger danger. The childminder has an emergency evacuation procedure which she practises regularly with the children, to further promote their understanding of keeping safe. Emergency exits are kept clear and accurate records of fire drills are maintained.

Children's develop well physically because the childminder has an understanding of the benefits of physical play. She provides children with daily opportunities to enjoy fresh air and exercise. For example, they access a range of equipment when visiting the local park and use skipping ropes in the garden and an indoor gym. All of which supports children's understanding of the importance of a healthy lifestyle.

Routines implemented by the childminder are effective in helping children to learn about health and hygiene. For example, older children wash their hands when they come in from school and before they eat. There is a relaxed social atmosphere at mealtimes where children sit at the table to access healthy meals provided by the childminder. Children behave well and the childminder encourages children to say 'please and thank you' at the table promoting their social skills. She fosters children's independence, encouraging them to make their own snack, manage a sauce bottle and fetch some cutlery from the draw. The childminder sits with the children and encourages them to talk about their experiences at school. The children talk about rehearsing for a cultural evening at school. They check they have had their five-a-day in fruit and vegetables and benefit from a varied and healthy diet when with the childminder.

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

The childminder is secure in her knowledge of the safeguarding and welfare requirements. She uses this to guide her practice and produce clear written policies and procedures that are shared with parents. The childminder understands her responsibilities in safeguarding children. Her safeguarding policy includes information about the procedures to follow when there are concerns about a child in her care, allegations against adults and the use of mobile phones. She carries out effective risk assessments of her home and the places she takes the children to. As a result, she minimises risks and reduces hazards for

children, to keep them safe. The childminder has a well thought out procedure for responding to a lost child situation. All required records and documentation, such as children's attendance, personal details, fire drills and accident and medication records are in place. The childminder has updated her first-aid training and has attended a safeguarding course.

The childminder has a basic understanding of the learning and development requirements and her role in supporting children's development, as systems to monitor children's progress are not fully developed. The childminder has satisfactory working relationships with parents and has a partnership policy. She keeps parents informed about children's welfare and their general learning through daily discussions and by telephone, texts and email. She is yet to establish an effective two-way communication with parents relating to their children's individual progress.

The childminder has completed a written self-evaluation form to reflect on her practice. However, there is little information relating to systems to monitor children's learning and development and how this impacts on children's outcomes. She seeks the views of parents and children through a 'feedback questionnaire', asking questions pertinent to her childminding service, which identify areas for further improvement. Parents say they appreciate the flexibility of hours the childminder can offer them. Children tell parents they are happy with the routines and activities on offer. For example, they like going to the park, make dens and dress up and joining in imaginative games where the childminder plays along. The childminder plans to further develop the use of questionnaires for the school aged children.

The childminder understands the importance of developing partnerships with the school to promote consistency in children's learning and development. However, information sharing about children's learning priorities are not fully developed. The childminder is proactive in seeking support from the local authority who helps her drive improvement. The childminder demonstrates an acceptable commitment to the continuous improvement of her provision. She is attending training to increase her knowledge of the Early Years Foundation Stage.

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	EY425185
Local authority	Lambeth
Inspection number	963426
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11/11/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

