

Inspection date	07/05/2014
Previous inspection date	29/01/2009

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		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 play in an extremely bright, stimulating and well resourced environment where they select resources for themselves. This promotes their independence and decision making skills.
- The childminder plans well for children's individual needs through effectively assessing the stage they are at, and planning challenging activities to enhance their development further.
- The childminder supports children's personal, social and emotional development extremely effectively, and key skills such as turn taking and sharing are promoted exceptionally well.
- The childminder demonstrates a clear understanding of health and safety by regularly assessing risks within her setting and on outings in the local community. This means children are kept safe from harm.
- The childminder gives high priority to developing children's emerging communication and language skills.

It is not yet outstanding because

- Partnerships with other early years settings children attend are not fully established in order to promote a consistent approach to support children's learning needs.
- Systems to monitor and improve practice do not include the views of all parents.

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 sampled key documentation such as the attendance register, child records and the recording of accidents and medication.
- The inspector observed the childminder's interactions with minded children.
- The inspector observed the different areas used for childminding.
- The inspector looked at the childminders observation and assessment records and discussed how she is using these to support children's individual learning and development.
- The inspector discussed the childminder's self evaluation systems and how these support her to her childminding practice further.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder re-registered in 2004 after previously registering with the London borough of Lambeth since 1992. She lives with her husband and four of their children, aged from 13 to 23 years, in the Herne Hill area of Lambeth. Childminding is carried out mainly on the ground floor, which includes an open plan family room/ kitchen/ diner. Toilet facilities are also provided on this floor. A fully enclosed rear garden is available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, all of whom are in the early year's age group. The childminder holds a National Vocational Qualification (NVQ) at level 3 in early years care and education.

What the setting needs to do to improve further

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

- extend partnerships with parents to encourage them to contribute to the self evaluation process
- develop further links with other early years providers where the care of children is shared, to promote continuity in children's learning and development.

Inspection judgements

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

Children make good progress in their learning due to the childminders' effective teaching methods and her knowledge of how children learn and develop. She has a secure understanding of the learning and development requirements and her assessment systems are sufficiently robust to meet children's individual learning and development needs. Prior to children starting with the childminder she gathers extensive information from parents about their child. This ensures that she is aware of children's starting points and interests. She uses this information competently to assess where children are when they start with her, and plans further activities to promote their ongoing development. Each child has their own developmental folder which contains comprehensive information on their progression and how the next steps in their development will be encouraged. The childminder uses her observations, tracking systems and assessments to complete the progress checks for children aged between two and three years old when appropriate.

Children choose from an extensive range of bright, stimulating and challenging activities

and resources that help them to make good progress in all areas of their development. The childminder ensures that she provides a good balance of activities that the children initiate and those that are led by herself to support children's learning and development. Children are curious and interested learners. They access the toys and resources independently as these are stored in baskets, toy boxes and on low level storage units. The range of activities and outings offered by the childminder supports the children to extend their learning in a variety of different environments and situations.

The childminder plays and interacts with the children at their level, encouraging their learning and their engagement in activities. She gives high priority to children's developing communication and language skills. She communicates extremely well with all of the children, encouraging their language and communication skillfully at their own stage of understanding. The childminder shows a very clear understanding of how language develops and how important it is to encourage non verbal actions, babbling and early speech. For example, she uses colourful flash cards and picture books with babies to introduce new words and extend their vocabulary further. The childminder also has an understanding of basic sign language and uses signs with younger children alongside verbal support to encourage their emerging language development. Older children's language skills are enhanced through a clever use of open ended questioning. For example, she encourages children to talk about what is happening in favourite stories and to join in with repeated refrains. After seeing a cat on a wall in a favourite story, one child tells the childminder all about his cat at home and they have a discussion about his cat, with the childminder reinforcing his emerging language.

Children's personal, emotional and social development is enhanced effectively from the start during their settling in sessions, and through activities and outings outside the home. The childminder supports children to build positive relationships with each other and develop new friends. She fosters this by promoting key social skills such as sharing, taking turns and kindness towards each other. Activities to develop sharing skills are a high priority and the childminder actively encourages this by sitting with children during activities and being a positive role model. For example, during a story telling session the childminder encourages children to answer questions and to listen to each other's responses. The childminder organises a range of activities to enhance children's understanding of the world and development. For example, children enjoy outings to the library and to a variety of local parks and toddler groups. This enables them to explore a wider range of activities and resources and socialise with different groups of children in different environments. There are many photographs showing children climbing on a wall in a local park, enjoying a tandem ride along a path that encourages teamwork to move, and participating in cooking and art activities. Children eagerly chatter about the picnic that they made at the childminder's home with the play food and then the 'real' picnic that they enjoyed at the park.

Children's individual interests are incorporated well into their learning. For example, to encourage a child's mathematical skills further the childminder made a train shed and labeled the different sections and trains from one to ten. This encourages children's mathematical recognition as they match the numbers on the trains to the appropriate area in the train shed.

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

The childminder has good systems in place to promote children's health and well being. Children form close relationships with the childminder, enabling them to feel happy and secure in her welcoming environment. They approach her confidently when they require help with an activity or with their toileting. Children demonstrate that they feel secure, as they confidently move around the childminder's home and make independent choices from the broad range of toys and activities available. One child sits on her lap after snack time and falls asleep in her arms showing how secure and settled he is. The childminder has a kind, caring manner and praises the children consistently for their efforts and achievements. This supports the children to develop confidence and to become more self assured. The bright, homely and visually stimulating environment helps children settle quickly and enjoy the extensive toys and activities available. On returning from a picnic at the park, children immediately gravitate towards models they have made out of building bricks, and talk about how high these are. The childminder talks to them about the size and colours of the blocks in their models.

Children behave well; they are learning key social skills such as sharing and turn taking and show empathy and kindness to their friends. The childminder is on hand to support the children to negotiate and resolve any conflicts over toys. For example, when playing a matching game with teddy bears, one child is upset when another child chooses his favourite colour teddies to count and match. The childminder suggests that the child asks his friend if they could swap colours and encourages the child to thank his friend when the other child is happy to swap. This shows the childminder's clear understanding of how to promote children's personal, social and emotional development and support their interaction with other children.

The childminder demonstrates a clear understanding of health and safety, regularly assessing risks within her setting and on outings in the local community. Safety is given a high priority by the childminder and she supervises children extremely well during activities within the indoor and outdoor environments. For example, when children are resting the childminder checks on them constantly. The childminder ensures her home is safe and she completes a further risk assessment on the different environments that she takes children to, such as parks and toddler groups, to ensure children's ongoing safety. A written outings policy is in operation and shared with parents in order to gain consent for this type of activity. Children learn how to keep themselves safe with support from the childminder. For example, when children are singing and dancing enthusiastically to a favourite nursery rhyme, the childminder suggests that they tidy some toys away to prevent them from hurting themselves on a toy. Children participate in regular evacuation procedures to ensure that they are aware of the procedures to follow in the event of an emergency. The childminder evaluates these to ensure that any identified problems can be rectified through further risk assessment and discussion with children about fire safety.

Children develop a strong sense of community and have opportunities to socialise with other children at activities within the local community. For example, children enjoy regular trips to the library, outings to local parks and weekly toddler groups. This really aids their

move onto school as they socialise with different groups of children in a range of other environments. Children take part in regular activities, both in the childminders' home, in her garden and at the park to promote their physical development. The childminder also walks the children to many local amenities, such as the library and shops, which provides additional opportunities for fresh air and exercise. As a result, children are supported to understand the importance of healthy lifestyles.

The childminder has recently updated her paediatric first aid qualification and shows she has a good understanding of what to do if children sustain an injury whilst in her care. She records all medications and accidents and parents sign to say they have been notified. These procedures ensure that children's health and well being is fully met. The childminder teaches children about good hygiene routines by talking about the importance of washing hands and how this gets rid of germs. Older children show their awareness of hygiene procedures as they discuss with the childminder that the 'lady' (the inspector) must wash her hands before she has her glass of water. Hand drying practices fully prevent the spread of infection as children use a different small towel each time to dry their hands. The childminder promotes children's independence by encouraging them to manage self-care independently. This supports their preparation for school. Children enjoy a nutritious, well balanced diet and close liaison with parents ensures that individual dietary requirements are fully met. Children's sleep routines are followed in full consultation with their parents during the settling in sessions. This helps to ensure that they rest in line with their individual requirements.

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

The childminder fully understands her role in meeting the welfare and safeguarding and learning and development requirements. She understands how to protect children and how to record and report any child protection concerns. She has detailed written safeguarding policies and makes sure parents are fully aware of her procedures. The childminder has effectively ensured the suitability of all persons living in her home by making sure that they complete the required Disclosure and Barring Service checks. There are stringent procedures in place regarding the safe arrival and collection of children. For example, the childminder would never release a child to anyone not authorised by their parents to collect them. These procedures ensure that children are protected whilst in the childminders care.

The childminder demonstrates a very positive attitude towards the ongoing development of her childminding service. She has effective systems in place to monitor and reflect on her provision and is able to implement any changes required. These include plans to attend additional training, to keep her up-to-date with current practices and to enhance her knowledge and understanding further. The childminder demonstrates a strong commitment to developing her professional development through additional training and sharing practice issues with other childminders. However, she offers less opportunity for parents to give their views on her practice and thereby support ongoing improvements. For example, recent parent questionnaires have not been consistently used for this aim.

The childminder takes into account the views of the children by observing them during play activities to ensure that they are interested, engaged and challenged in the resources and activities available.

The childminder has established positive relationships with parents and carers and keeps them informed about their child's care. She liaises with them verbally each day to share information regarding care needs, progress and any achievements. The childminder uses information from parents to support children's ongoing development such as any new developments in their vocabulary. She incorporates these and introduces new sounds that are similar to further enhance their language. Parents value the information and support the childminder provides for them on their children's development. They praise her intuition in knowing when their children are unwell. The childminder demonstrates an understanding of the need to work in partnership with other settings to promote consistency of care but has not fully established this system to ensure a consistent approach towards children's progress.

Documentation is well maintained. For example, the childminder records children's attendance thoroughly with their times of arrival and departure clearly noted. She works within the required ratios of the Statutory Framework at all times to ensure that children's needs are fully maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY294640
Local authority	Lambeth
Inspection number	965936
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	29/01/2009
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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