

Inspection date	14/05/2014
Previous inspection date	25/01/2011

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 develop warm, trusting relationships with the childminder as she considers their individual needs. This helps them feel secure, settled and valued.
- The childminder interacts well with the children. She joins in with their play when appropriate.
- The childminder develops effective relationships with parents. She works closely with them and involves them in their child's learning. This helps to ensure they meet children's individual needs consistently.
- Children make good progress in their learning because the childminder plans activities that challenge and motivate them.
- The childminder understands how to safeguard children and follows clear and well written policies and procedures to ensure they stay safe in her home and when away from her setting.

It is not yet outstanding because

- There are fewer opportunities for children to see numbers and letters in print indoors and outside to strengthen their literacy and mathematical skills.

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 majority of the inspection was spent observing the childminder's practice and her interaction with the children.
The inspector looked at children's progress records, a selection of policies and procedures, and read parents' comments on parent questionnaires to obtain their views on the setting.
- The inspector had a tour of the premises and spoke with the children at appropriate times.
- The inspector observed the children at snack time.

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder registered in 2004. She lives in the London Borough of Lambeth with two adult children. Childminding generally takes place on the ground floor, with the first floor bedrooms for children to sleep. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend on both a full and part-time basis and the childminder also cares for children over eight years after school. There are seven children on roll.

What the setting needs to do to improve further

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

- provide further opportunities to promote children's mathematical and literacy skills, for example, by enabling children to see and take note of numbers and letters indoors and outside.

Inspection judgements

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

Children enjoy a wide range of exciting activities and experiences that motivates them to be active learners. They have different and varied opportunities to develop a good understanding of the local community through planned visits to the park, 'One O'clock' and childminding groups. The childminder has a secure knowledge of the learning and development requirements in the Early Years Foundation Stage. This enables her to support children to make good progress towards the early learning goals. She makes regular observations of children's achievements to support her planning of activities. Parents are encouraged to share details of what their child does at home on an on-going basis. This enables the childminder to plan for each child's individual next steps in their learning. Challenging and interesting activities meet each child's individual needs across all areas of learning.

The childminder supports children's communication and language skills well. For example, as the children play she joins in and engages in meaningful conversations asking interesting and open-ended questions. This promotes children's language skills. The childminder generally supports children's early mathematical development and literacy skills well. Children enjoy problem solving as they sort bears onto plates according to size and colour. Books are easily accessible and children are able to look at these independently. During story telling sessions the childminder uses props to make the story come alive. Children listen intently and are able to handle the props. At the conclusion of the story, she asks the children questions, which they answer skillfully and correctly.

However, there are fewer opportunities for children to see numbers and letters displayed in the setting and outdoors, to help them become more familiar with the types of information numerals and words can provide.

The childminder offers children lots of praise and encouragement. This helps to motivate children and promotes their self-esteem. As children play, the childminder uses each opportunity to support their learning. For example, as children play with trains she points out the numbers on each engine. When climbing the stairs she encourages them to count the steps. This contributes to children developing good skills ready for the next stage in their learning. The childminder provides many opportunities for children to improve their physical skills. They enjoy going on walks and are able to climb and ride on push-along toys and tricycles. Children are also able to enjoy sand and water play at different under five settings. These activities help to develop control and coordination of their bodies.

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

The childminder gains useful information about children's individual needs through discussions with parents at the start of the placement. This helps the childminder to meet children's personal needs well. As a result, children settle quickly and form secure attachments with her. At the beginning of the placement the childminder offers flexible settling-in arrangements for children, this offers reassurance to both the child and parents. The childminder positively supports children's behaviour. She uses effective and appropriate strategies depending on the children's age and stage of development, to divert attention away from unwanted behaviour. Through play and everyday experiences such as meal times, the childminder teaches the children the importance of saying please and thank you. As children play together, they learn to share and take turns. Strategies are age appropriate to protect the children's well-being and meet their needs.

Children are developing an awareness of adopting a healthy lifestyle. The childminder prepares healthy meals and snacks. Young children are learning good self-care skills. For instance, before and after meals and snacks children go to the bathroom to wash their hands. Young children receive support and encouragement to feed themselves. As children eat their fruit, they count the amount of grapes in their bowl. Children are also able to try new fruits, including passion fruit, which the childminder cuts in half for them. She encourages the children to look at and smell the new fruit. The childminder talks to them about the seeds before they tuck in and enjoy the sweet taste. The childminder also uses everyday opportunities to teach the children how to keep themselves safe. For example, they practise how to leave the premises safely in an emergency.

Children benefit from playing with a good range of resources indoors and outside. As a result, children make independent choices, which support them well in initiating their own play and learning. Children benefit from visits to local parks and childminding groups, which enables them to socialise with others.

The effectiveness of the leadership and management of the early years

provision

The childminder meets the safeguarding and welfare requirements well. This ensures the health, safety and welfare of the children both in her setting and when on outings. The childminder is aware of the ratios and how many children she can care for at any one time. She ensures she supervises children at all times, keeping them safe and well cared for. The childminder conducts risk assessments for her home, garden and for each outing. During outings and visits away from the home, she supervises children in their play. This supports her well to ensure children remain safe whilst in her care.

The childminder has a good understanding of her responsibility to protect children from harm and of the procedures to follow should concerns arise. She has good working relationships with parents. Policies for the safe and efficient management of the childminding service are in place and shared with parents. This enables parents to have a good understanding of the service they receive.

The childminder has daily discussions with parents at the start and end of the day. As a result, parents are fully aware of the activities and play experiences their children take part in during the day. The childminder has a secure understanding about the requirement to carry out a progress check for two-year-old children. She is clear about how to use this information to support children's learning. The childminder understands the importance of developing working relationships with other providers, schools and professionals in order to meet children's needs and help them make progress. The childminder has a professional approach to the development of her service. She seeks the views of parents to help her make improvements. She works with other early years carers to share practices and ideas. This helps her to adapt her routines and approach to continuously meet the changing needs of the children she cares for.

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	EY270777
Local authority	Lambeth
Inspection number	965925
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	25/01/2011
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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