

## Inspection date

Previous inspection date

30/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 plans activities based on children's interests, which helps them to learn.
- Parent partnerships are positive because the childminder works with them to support their children's needs.
- The childminder has a good knowledge of safeguarding and child protection, which helps to keep the children safe.
- The childminder supports children with English as an additional language because she is able to reinforce learning in the children's home language as well as English.

### It is not yet good because

- The childminder does not complete the progress check for two-year-old children to identify their level of learning and next steps.
- Assessment systems do not consistently measure how children are progressing to identify next steps in learning. This means activities do not always provide sufficient challenges to help children make good progress.
- The childminder does not consistently review the quality of her practice through effective self-evaluation to identify and address key areas of weakness.

## 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 observed children participating in play and activities downstairs and in the garden.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed planning and assessment records to check children's progress against their starting points, and the early learning goals.
- The inspector reviewed policies, risk assessments and accident records.
- The inspector spoke to parents and children.

## Inspector

Sama Saheed

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her partner in the London Borough of Greenwich. Children have access to the living room, conservatory and toilet facilities on the ground floor. A garden is available for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range.

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

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

- complete the progress check for two-year-old children

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

- improve assessment systems to monitor children's learning and development so their next steps are consistently linked to planning to provide challenges that help them make good progress
- ensure that self-evaluation is robust and includes a rigorous appraisal of the quality of practice to enhance children's learning experiences.

## Inspection judgements

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

Children make adequate progress from their starting points. The childminder works with the children's parents to support their learning needs. She speaks the same home language as the children in her care and is able to effectively support them to learn English whilst enhancing their home language. The childminder interacts well with the children, which enables them to confidently play, learn and move around her home. Children enjoy using their creative and imaginative skills as they make kites and fly them in the garden. This supports children's physical development as they run and lift their kites in the air. The children count magnetic numbers and have a variety of tools to make marks outdoors, which promotes their mathematics and literacy ready for school learning. The childminder regularly sings and encourages children to join in with nursery rhymes, which helps them develop good communication skills in English. Posters indoors and outside promotes children's understanding of the world as they learn about cars and

animals, such as bears.

Assessment materials consist of various photographs of children participating in activities but lacks analysis to show how well they are learning or their next steps. Therefore, although planned activities link to the learning areas, they do not rely on what children can already do and need to do next to achieve a specific target. The childminder does not consistently measure how children are progressing. This means it is not clear what the next steps are in their learning, resulting in activities not always providing sufficient challenges to help children make good progress. For example, the childminder supports children to fly their kites outdoors, but does not extend this by planning other activities to explore what else can fly and how, to develop children's understanding of the world. The childminder has not completed the progress check for two-year-old children as required. This limits her ability to identify their stage of development and any gaps in their learning to share with parents and other professionals.

The childminder supports children's play and interests. For example as children play with cars on the floor, the childminder models driving the cars to go at different speeds and make shapes, such as driving in a circle. Children imitate the childminder and improve their mathematics knowledge whilst having fun. Children are imaginative and creative as they play in a well-resourced environment where they make sounds on a key board and pretend to live in houses made of cardboard.

The childminder works with parents in partnership to support children's learning. She gathers information from them about children's starting points to help her provide appropriate activities and resources. The childminder support them to work consistently with her, for example, potty training. Parents share they are happy with this support and input.

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

Children have positive relationships with the childminder. The childminder cuddles children warmly as they seek hugs. The childminder agrees settling-in procedures with parents to support their children. For example, children bring in objects from home and see pictures of their family members in their learning journey folders. This helps to reassure them and give them a sense of belonging.

Children happily wash their hands whilst the childminder sings a hand washing song. This means that good care and hygiene practices are encouraged. Risk assessments both indoors and outside ensures the environment is clean, tidy and free from hazards, which keeps children safe. The childminder enhances children's safety by keeping good accident and medical treatment records. There is a robust emergency evacuation procedure, which helps children learn about expectations in the event of a fire. Children cannot leave the childminder's home unattended because exits are secure, helping to keep them safe from danger.

Children behave well because the childminder has good behaviour management

techniques. She uses distraction techniques well to engage children in positive play, for example, by singing and patting a drum. Children enjoy healthy and nutritionally balanced food including fruit and vegetables, which promotes healthy lifestyles. At meal times, children develop their independence as they serve their own food and find their name on chairs before sitting down. This supports their literacy and self-care development.

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

The childminder has a good understanding of how to safeguard and protect children in her care because she has attended recent safeguarding training. She understands the different types of abuse and knows who to report to if there are any concerns about children's welfare. Children are safe because the childminder conducts daily risk assessments and supports the children to manage small risks, for example, as they climb down the steps in the garden.

Self-evaluation is not fully effective. This is because the childminder's systems for monitoring and evaluating her practice and the children's progress are basic. She is a member of a professional network, which gives her some practical training, advice and information. Recent training includes children's documentation and food hygiene, which helps her to make some changes to her practices. This shows she understands the importance of continuing her professional development. The childminder has no local links with other childminders or the local authority. This hinders her ability to hear about and share good practice, and make further quality improvements.

Parents have a good relationship with the childminder, resulting in regular information exchanges about children's self help skills and learning needs at home and with the childminder. This means parents provide her with relevant information, such as children enjoying flying kites in the park at the weekend, which she incorporates into her planning. This ensures that children are motivated and engaged in their own learning.

### **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

<b>Unique reference number</b>	EY470682
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	956182
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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