

<b>Inspection date</b>	22/09/2014
Previous inspection date	31/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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**

- The childminder gives high priority to children's communication and language skills, skilfully introducing new vocabulary during play and routine activities.
- The childminder uses her observations of children to plan challenging activities to enhance their development and to identify and support their next steps in learning.
- Children are cared in a safe and secure environment where the childminder's effective use of risk assessments helps to ensure children's ongoing health and safety.
- There are strong partnerships with parents. The effective daily two-way communication ensures that parents can fully support their child's learning and development at home.
- Children are happy and content in the childminders care. They form secure attachments with her, showing high levels of belonging, independence and confidence.

### **It is not yet outstanding because**

- Currently the storage of art and craft resources does not enable children to choose what they would like to use independently.
- The childminder does not consistently enable children to build on their self-care skills by involving them in the preparation and serving of food at snack time.

## 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 looked at children's observation and assessment systems and discussed how the childminder uses these to support children's individual learning and development.
- The inspector took into account the views of parents through written questionnaires and from comments in letters and thank you cards.
- The inspector checked a few key pieces of documentation such as attendance records, child records and accident and medication records.
- The inspector discussed the childminder's reflective practice and self evaluation
- The inspector observed the childminder interacting with children during play and routine activities in her setting and on the walk to nursery.

## Inspector

Lara Hickson

## Full report

### Information about the setting

The childminder registered in 1994. She lives with her adult daughter in the London Borough of Lewisham. The downstairs of the house is the main area used for childminding with toilet facilities available on the first 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. She currently has four children on roll, two in the early year's age range. The childminder operates all year round, Monday to Friday, except public and family holidays. She is a member of a local childminding network and a professional childminding association. The childminder has an NVQ level 3 qualification in childcare.

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

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

- provide a wider range of accessible creative resources to promote children's independence in art and craft activities to enhance their choice and ideas
- enhance opportunities for children to build on their self-care skills, for example by allowing them to prepare and serve their own snacks.

### Inspection judgements

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

Children are making good progress in the childminder's setting as a result of her clear understanding of how young children learn and develop. She uses her knowledge and experience to support children's progress, taking into account their age, stage of development, character and individual interests. The childminder demonstrates a good understanding of how to differentiate activities to meet individual stages of development. For example, when children were building with bricks, she encouraged younger children's counting skills whilst extending older children to develop simple addition and subtraction techniques.

The childminder gives high priority to developing children's communication and language skills, responding to what children say and talking to them constantly during play and routine activities. She promotes language at a level appropriate to each child's level of understanding. For example, she encourages and supports children's language and vocabulary by talking to them as they play and asking them questions to enhance their

thinking skills. If a child said a word incorrectly the childminder repeated the words correctly to the child in a way that did not impact on their confidence and self-esteem. For example, when a child decided that they would like 'apple and nana' for their snack the childminder smiled and repeated 'you want apples and banana'. She cleverly reinforced the word 'banana' correctly during conversation but without making the child feel that they had made a mistake. As a result, young children's communication skills are developing extremely well with new words emerging all the time. The childminder promotes literacy skills well. For example, as the children enjoyed playing with a toy abacus with letters of the alphabet and pictures of different objects she used this activity to enhance learning at an appropriate level. For toddlers she pointed to pictures of objects and encouraged the child to tell her what the object was and introduced unknown objects such as the word 'igloo'. For slightly older children who knew many letter names, she introduced the sounds of letters to further enhance literacy development. There are many examples of print around the setting to support children to see print in meaningful situations.

The childminder has developed her observation and assessment systems to show children's progress and to highlight the next steps in their development. She uses a learning journal to record activities children have enjoyed and any achievements or milestones. Photographs are used to complement each child's learning journal, enabling parents to see their child enjoying different activities and experiences within the childminders home and the local area. The childminder uses a national guidance document in her practice to support children's progress and development by clearly identifying the next steps in their learning. This also enables her to see if there are any gaps in their learning or areas that require further challenge if children are exceeding areas. The childminder demonstrates a clear understanding of how to implement the progress check for children at age two years with parents and will use her current observations to complete this.

The childminder is knowledgeable about children's characters, initial starting points, ongoing development and how to support their next steps in learning. She works closely with parents to obtain comprehensive information about children's individual needs and current interests when they first start attending her setting. She uses information from parents and her initial observations to ensure that children are interested and challenged in the resources and activities available. In her partnership with parent's policy she asks parents to inform her of any special events in their child's life or new interests so that she can further enhance these through imaginative play, stories and art activities.

Children are encouraged to choose what they would like to play with from the wide variety of resources and activities available. These are generally stored at low-level, which encourages children's decision-making skills and self-choice from an early age. The childminder allows young children to explore and initiate their own play experiences, stepping in when they require additional support and encouragement. For example, she encouraged children to attempt to use scissors to cut paper, offered them guidance through role modeling and explained how to use these when they became frustrated. Her positive approach encourages children to attempt new skills, as they know she is on hand to encourage and support them. However, currently the art and craft resources are stored on a unit out of reach of children, which limits their choices when enjoying collage and

drawing activities.

The childminder is preparing children well for the next stages in their lives, providing them with lots of choices regarding what they want to play with and what snacks they would like. She also supports them to develop independence in their self care skill such as taking themselves to the toilet independently and feeding themselves.

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

Children form strong emotional attachments with the childminder because there are effective settling-in procedures. These are in line with individual needs, parental wishes and take into account children's previous childcare experiences. The childminder works closely with parents at the start of their child's placement to find out about the child's daily routines, care needs, current stage of development and current interests. She uses this information in her initial planning for children, which further supports the settling-in process. As a result, children settle quickly and form close attachments with the childminder and other children attending. The childminder supports and engages children during play activities, enhancing their development in different areas. She uses praise and encouragement continually when children achieve a new skill or try a new food. For example, when children eat their food independently or taste a new meal she offers lots of praise, which really enhances children's self-esteem and their capacity to attempt new things.

The childminder supports children to develop healthy lifestyles, providing them with plenty of fresh air and exercise and a healthy, nutritional diet. Parents complete comprehensive contracts and child record forms at the start of their child's placement, which clearly outline their child's individual dietary requirements including any allergies, cultural or religious restrictions. This enables the childminder to provide healthy, nutritious meals and snacks in line with their individual needs. The childminder encourages children to try new foods and delights when children tuck into a chicken curry dish they have not tried before. The childminder supports children to manage their own hygiene and personal needs. For example, children wash their hands after using the bathroom and before eating. The childminder encourages children to try to put on their own shoes and is on hand to support this as needed. However, the childminder does not extend all opportunities for children to their develop self-care skills as she does not involve older children in the preparation and serving of food at snack time. Children enjoy playing in the childminders garden area and participate in numerous outings in the local community such as to nursery and or school, to toddler groups, parks and to the library.

The childminder effectively supports children to feel and to keep safe. She supervises children well during activities and when on outings, supporting them to develop an awareness of safety. For example, children were encouraged to tidy away some of the toys and the childminder gently explained that this is to avoid them falling over a toy and hurting themselves. On the walk to nursery the childminder encourages children's concepts of road safety by asking them if it is safe to cross, making aware of the need to look both ways to check the road before crossing. Thorough risk assessments are now in

place identifying hazards and how the childminder has minimised these. For example, glass film is in place on low level glass and all hazardous materials are now in an inaccessible cupboard. The childminder reviews her risk assessments regularly to ensure that she identifies all hazards so she can take appropriate action to minimise the risks to children. A daily checklist is now completed prior to children's arrival to ensure that the setting is safe and secure and that there are no identified hazards that could pose a risk to children. Behaviour is managed well by the childminder and suitable age-appropriate strategies are in place to manage any inappropriate behaviour which further promotes children's ongoing safety. The childminder sets clear, consistent boundaries so that children know what is expected of them. The childminder holds a paediatric first-aid qualification enabling her to provide appropriate care in the event of an injury or illness.

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

The childminder demonstrates a clear understanding of the procedures she would follow with regards to recording and reporting any concerns relating to child protection. Following her last inspection she has reviewed and updated her safeguarding policies and procedures and these now include clear procedures regarding the use of mobile phones and cameras. The childminder maintains all the required records and documents necessary to promote children's care and well-being. For example, she keeps an accurate record of children's attendance, of any accidents or incidents and of any medication she administers to children. This helps to support children's ongoing welfare.

The childminder demonstrates a positive attitude towards the ongoing development of her childminding service and has effectively addressed the actions and recommendations from her last inspection. She continuously reviews her toys, activities and experiences to ensure that they provide appropriate challenge and interest to meet children's individual needs. The childminder uses ongoing discussions with parents and questionnaires that include parent and child views of her provision to evaluate and improve her provision further. Since her last inspection the childminder has completed a wide range of additional training courses. This enhances her knowledge and understanding of safeguarding, learning and development, assessment and food hygiene. The childminder also regularly discusses practice issues with other childminding colleagues. This demonstrates her clear capacity for improvement.

The childminder has established close relationships with parents and keeps them informed about their child's care, learning and development. She liaises with them verbally upon arrival and collection, and records information on their child's personal care routines and any new achievements on a daily diary sheet which the parents take home. Valuable ongoing communication with parents regarding interests and achievements at home promotes consistency in care and learning between both settings. For example, the childminder has discussed toilet training with parents to ensure consistency between both settings. Feedback from parents is extremely positive. They comment that 'we really feel that his personality has grown in your care' and 'close attention to her needs (including emotional) and she has responded very well to this'. The childminder has established

strong partnerships with the local nursery and school to support children's ongoing progress and development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	128833
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	983696
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31/01/2014
<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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