

Inspection date

Previous inspection date

30/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are cared for in a homely and child friendly learning environment.
- The childminder demonstrates a thorough knowledge and understanding of her role and responsibilities in safeguarding and protecting children.
- The childminder works in close partnership with parents. This results in an effective shared approach to support children's learning and development progress.

It is not yet outstanding because

- The childminder does not always make the most of planned learning experiences to support and extend children's curiosity.
- The childminder does not fully promote children's early writing skills as they do not always have independent access to a wide range of writing materials.

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 activities in the main play area and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a range of policy documentation and the children's development folders.
- The inspector spoke with parents at the inspection.

Inspector

Nicola Jones

Full report

Information about the setting

The childminder registered in 2013. She lives with her two children in a three bedroom house in Thamesmead, Greenwich. The downstairs of the house is mainly used for childminding and the garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- further enhance children's learning by taking every opportunity to extend their interest and curiosity during planned activities
- enhance the range of mark making resources to enable children to further develop their early writing skills

Inspection judgements

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

The childminder uses her good knowledge of how children develop and learn to effectively support them to make good progress. She has a good system to monitor children's development, which begins when they first start. During the first visit, the childminder observes children and talks with parents to gather key information, which is recorded on an 'all about me' form. The childminder records written observations on children's achievements and shares these with the parents on a daily communication form. She makes a note of children's next steps in their learning and development from her observations. However, the childminder does not always make the most of planned activities to extend children's learning. For example, the childminder does not always make the most of children's emerging interest and curiosity in activities to extend their learning. The childminder knows how to promote children's communication and language well. She bends down or sits at their level so that she can make eye contact and children can see her face as she talks. This means that they can see how she forms words and hear what she says clearly. The childminder constantly uses language as she plays and sings with the children. The childminder effectively promotes children's physical development. She offers a wide variety of resources, such as, building blocks, puzzles, bats and balls, a range of cars and bikes and climbing frame with a slide. The childminder takes children on regular walks to local parks and schools. This gives them plenty of exercise and fresh air. Children are busy and motivated to learn. For example, they have fun exploring in the garden, playing with bubbles. Children develop physical control as they run and jump to catch the bubbles. The childminder promotes children's

mathematical skills outdoors. For example, children can see a range of print, numbers from one to ten to help them park the bikes. However, the childminder does not consistently provide children with a wide range of mark making resources to enable children to develop and refine their early writing skills. Parents are very involved in their children's learning. There are good systems in place to encourage a regular two-way flow of information. Parents receive information on a daily communication form about the children's routines, activities and any new achievements. Parents are encouraged to look at their child's development folder, so they can discuss with the childminder their child's progress and identified next steps in learning. This encourages parents to support children's learning at home.

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

Children are very happy and settled, due to the kind and caring approach of the childminder. They form a strong bond with her and have a good sense of belonging. The childminder has a good understanding of children's individual needs and routines which is due to the friendly relationships she develops with parents. The consistency children receive helps them feel safe and secure in her care. Children are confident to help themselves to toys and resources of their choice. Resources are stored at children's level to promote their independence. This means children are able to become independent and active learners in a stimulating environment. Children learn about leading healthy lifestyles. The childminder encourages them to wash their hands before meals and after outdoor play. This helps them to develop their self-care skills and independence. The childminder role models good hygiene practices in front of children. For example, she talks to children about why she washes her hands. The childminder provides children with nutritious snacks and meals. Children also have regular access to drinking water throughout the day. Regular outings to the local park help children to keep active as they learn. Children are encouraged to be aware of safety. For example, they take part in practising the emergency evacuation procedures and learn how to keep themselves safe. Children are well behaved, which is due to the childminder's consistent expectations and positive approach. The childminder frequently reminds children about sharing, taking turns and being kind towards each other, helping them to develop good relationships. For example, the children are encouraged to take turns on the slide. They wait patiently as they understand the need to wait for the slide to be clear before they can go down. Children play well together during play. They are confident due to the positive support they receive from the childminder. This encourages them to have a go, take risks and helps them to feel proud of their achievements.

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

The childminder's strong knowledge and understanding in relation to safeguarding means that she is clear on her role and responsibility to protect children from harm. She is aware of the procedures to follow and who to contact should she have a concern about a child in her care. Thorough risk assessments are in place and reviewed every six months to help

keep risks at a minimum. As a result, the childminder maintains good standards of health and safety for all children. The childminder shows a good awareness of how to continually improve her service through self-evaluation. She provides questionnaires to parents to gather their views and responds to their suggestions towards the development of her service. The childminder has good systems in place to monitor children's progress. She evaluates her observations on the children to identify any gaps in learning. These, she shares with the parents which helps them to support their children at home. Therefore, children make good progress in relation to their starting points and are ready for the next stage in their learning. The childminder has built good relationships with the parents. She communicates with them daily and provides written feedback. This enables parents to refer to the information to support their children's learning at home.

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

Unique reference number	EY458938
Local authority	Greenwich
Inspection number	990909
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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