

Inspection date	22/10/2014
Previous inspection date	01/11/2013

The quality and standards of the early years provision	This inspection:	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 positive and caring relationship between the childminder and children helps them settle quickly and happily.
- The childminder promotes children's developing communication and language well
- The childminder uses positive and consistent strategies to encourage children's good behaviour.
- The childminder maintains good relationships with parents and this enables a good two-way flow of information.

It is not yet outstanding because

- The childminder is not consistently using feedback from parents on home learning in her assessments of children's learning.
- Children's outdoor experiences do not routinely cover all of the areas of learning.

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 and childminder during play activities.
- The inspector had discussions with the childminder and viewed the rooms used by children.
- The inspector checked evidence of safeguarding knowledge, and took account of the childminder's self-evaluation and views of parents.
- The inspector sampled a range of documentation, included children's development records.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two adult children in the London Borough of Lewisham. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's house is available for minding and there is an enclosed garden for outside play. The family has a fish tank in the kitchen and a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children, both of whom are in the early years age range. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the use of the outdoor environment to enhance children's learning across all areas
- strengthen the use of feedback from parents on how they support children's learning at home in the assessment process.

Inspection judgements

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

The childminder has good knowledge that enables her to support children's learning and development well. She makes clear assessments of children's learning from her observations as they play. The childminder notes where children are in their development. This means she easily sees how well they are progressing and can identify any learning gaps to address. She plans interesting activities to engage children and support the next steps in their learning. The childminder produces informative progress checks for two-year-old children. These inform parents about their children's personal, social, emotional and physical progress as well as their communication and language development. The childminder obtains good detail from parents before their child starts. This enables her to know their likes and dislikes as well as some detail about their development level at home. As a result, she is able to provide activities to interest new children and begin to assess their starting points. The childminder keeps parents well-informed about their children's progress and encourages them to feedback on ongoing achievements at home. However, it is not clear how she uses this detail in her ongoing assessments. The communication books that the childminder keeps shows there are regular discussions with parents and

this helps maintain positive relationships.

Children are making good progress and the childminder helps them develop skills for their future learning, such as concentrating and listening. She effectively supports and encourages children's developing language and communication. For example, she reflects verbally on what they are doing and uses clear speech when speaking or singing. She emphasises initial letter sounds as children learn new words. This is particularly beneficial for children who are learning English as an additional language. The childminder values children's home languages and has some familiar words to use with them. For example, she recognises when a child starts to say the alphabet in their home language. When possible, she involves parents in providing experiences that reflect other cultures. This helps develop children's growing awareness of the wider world. The childminder is beginning to interest young children in books and mark making to help promote their literacy development. The childminder takes children out regularly to toddler groups where they learn to socialise with others.

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

The childminder develops caring relationships with children and they settle very well. Children gain a positive emotional well-being that supports them well for any future moves. The childminder helps children to develop confidence and gain skills that encourage their independence. For example, young children confidently make choices about their play. They learn how to wash their hands before eating and after touching the family dog. The children are keen to engage in planned activities with the childminder or are beginning to keep themselves occupied. The childminder has toys that she knows children like and these include resources that positively reflect other cultures and disabilities. Children know they can make choices from the low-level selection of good quality resources, which enhances their independence skills.

The childminder is consistent in how she manages children's behaviour so they learn about acceptable behaviours. She helps teach children about the need to share and play together. Children begin to learn about keeping themselves safe. The childminder teaches them how to cross roads safely when out and about. They also practise monthly evacuation drills so that young children learn what to do in the event of an emergency.

The childminder helps support children in having a healthy lifestyle. She ensures that children have drinking water to hand, and provides healthy, nutritious snacks and home-cooked meals. Children enjoy a snack of pepper sticks and learn to use real knives safely as they spread cream cheese on rice cakes. The childminder uses her garden and parks so children can play in the fresh air. However, she is not routinely covering all areas of learning in the outdoor environment, which does not fully enhance children's learning at all times.

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

The childminder fully understands her responsibilities to meet the safeguarding and welfare requirements. She is confident about her role in helping to keep children safe. The childminder has an up-to-date paediatric first-aid training certificate so she can deal with accidents and injuries. She has a secure awareness about possible child protection concerns and of the processes to follow. She has had safeguarding training in the past and has plans to update this, to continue to ensure her knowledge is current. The childminder risk assesses her home well and ensures the premises are safe for children to use and explore. For example, there are safety catches on the low cupboards in the kitchen with a safety gate for the doorway and a safety gate at the stairs. When minding the childminder ensures children can not access the dog basket and the dog tends to remain upstairs. The childminder informs parents well about her practices as she shares her written policies and procedures. These include the processes for complaints and safeguarding. She maintains an accurate record of children's attendance.

Since her last inspection, the childminder has successfully met the actions and recommendations set. She reflects on her childminding practice and demonstrates a positive capacity for continuous improvement. The childminder has plans to lend books out for parents to read with children at home and will gain feedback on how this went. She meets the learning and development requirements well. She suitably assesses and monitors children's achievements. This means she can easily identify any areas that she may need to support a child in. The childminder engages well with parents and encourages them to share their views through discussions or questionnaires. Parents comment positively on the care their children receive. The childminder is suitably aware of the need to work in partnership with parents and others when appropriate, to support children's learning 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

Unique reference number	EY456092
Local authority	Southwark
Inspection number	963527
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	01/11/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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