

**Inspection date**

27/10/2014

Previous inspection date

07/05/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 has a good knowledge and understanding of how to effectively safeguard children in her care.
- Children are very happy and content in the childminder's care. There are very good settling-in procedures and the childminder is attentive to individual children's needs, so that they feel safe and secure.
- Partnerships with parents and other providers are good. There is a constant sharing of information to support children with their learning and development.
- The childminder uses observation, assessment and planning effectively to ensure children make good progress in their learning.
- Monitoring and self-evaluation of the setting is effective. The childminder has identified areas for future improvement in order to improve children's learning experiences.

**It is not yet outstanding because**

- Children are not able to easily access books independently to make their own choices.
- Children do not have access to a wide range of natural materials and resources to support their exploration and sensory play.

## 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 the interaction between the childminder and the children in the living room and garden.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a sample of the children's learning journals, policies and procedures and children's records.
- The inspector looked at the rooms used by the children.
- The inspector looked at the childminder's self-evaluation and the views of the parents.

## Inspector

Mauvene Burke

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband and their two teenage children in the London Borough of Lambeth. The whole of the ground floor of the childminder's home is used for childminding and one of the bedrooms is used for sleeping. There is an enclosed garden for outdoor play. The childminder collects children from local schools. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are five children on roll, of which three are in the early years age range. The childminder has qualification in childcare at level 3. The childminder operates all year round from 8am until 6pm, Monday to Friday, except bank holidays.

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

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

- make books easily accessible at child height so all children can make their own choices
- provide a variety of natural materials and resources to enable children to explore texture and colour, such as wood.

### Inspection judgements

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

The childminder has a secure knowledge and understanding of the learning requirements in the Early Years Foundation Stage and uses this knowledge to effectively support children's learning. She gathers information from parents about what children can do and are interested in, to help her to identify children's starting points. In addition, she carries out regular observations, which she uses to assess and plan for the next steps in children's development. The childminder completes the progress check for two-year-old children and shares this with parents. Parents are encouraged to be involved in supporting their children's learning and development in the home environment. As a result, children benefit from a consistent approach to their learning and development.

The childminder plans each day so that her minded children have a range of different experiences, indoors and outdoors. She plans creative work such as cooking and painting and imaginative and physical play. During activities, the childminder encourages children's language and communication as she provides a narrative about what they are doing. Through her teaching, she helps children to make links with their own body parts and that of the dolls. She reinforces this further by singing nursery songs such as Head, Shoulders,

Knees and Toes. The childminder demonstrates and talks to the children about how to make the doll 'really' clean by washing another doll alongside the minded children.

Children's personal, social and emotional development is given a high priority and they are settled and secure in the childminder's care. The childminder promotes their independence well because the children can choose and select from a good range of resources inside and in the outdoor play area. However, younger children do not have easy access to books which means they are not able to freely choose which book they would like to look at to develop good literacy skills.

The childminder teaches children about numbers through a good range of practical experiences, for example through songs and using a numbers mat. Children learn to be aware of the world around them as the childminder encourages children to listen to nature. For example, she asks children if they can hear the wind as it rustles the leaves on the trees and if they can see and hear the birds in the tree. Children show they are interested as they stop what they are doing and listen. Overall, the quality of teaching is good and supports children in their learning and development.

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

Children are cared for in a homely and stimulating environment where they are happy and have close bonds with the childminder and her family. The childminder collects information from parents about children's individual routines and care needs, which she uses to help them settle in her home. This reassures and supports their emotional well-being and helps children to become secure and confident. Children move around freely, often deciding for themselves whether to play indoors or in the garden. This is because the childminder leaves the door to the garden open, allowing children free access. Most children can choose their own toys from the labelled containers on low-level shelves. Toys, books and posters in the childminder's home depict positive images of people from different races, culture and disability. This means that children learn about and value and respect people who are different from them. Resources are of a good quality and quantity, but children do not have good enough access to natural resources to support their sensory and exploratory play.

Children attend local playgroups where they make friends and share activities within a different environment. Strategies for managing children's behaviour include positive reinforcement, in order to promote their self-esteem and distraction. As a result, children behave well and develop good social skills in preparation for later moves on to nursery and school.

The childminder promotes children's health well. The provider provides them with homemade meals that are freshly prepared, and which are healthy and well balanced. Children attend cooking classes where they cook things like beetroot muffins and fruit smoothies. Children are encouraged to help themselves to their drinks as their drinking beakers are easily accessible to them. Good hygiene routines are encouraged throughout the day and the childminder ensures that she continually meets children's personal care

needs. All of this promotes healthy lifestyles for children.

The childminder is vigilant about children's safety and she supervises them well at all times. Children gain a good awareness of how to keep safe, both in her home and on outings. Children learn how to keep themselves safe by recognising dangers and learning how to manage risk. For example, they know what to do when the childminder rings the bell, alerting them to the need to evacuate the premises. As a result, children's safety and well-being is protected.

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

The childminder has a very good understanding of her role and responsibility with regard to protecting children in her care from harm and neglect. Children's welfare is safeguarded as she is fully aware of the correct procedures to follow should she have concerns about a child's welfare. The childminder shares clear written policies and procedures, which inform parents and carers about her service. All required documentation is maintained, including children's personal details and individual requirements. This enables her to successfully incorporate them into the day. The childminder ensures that all adults living on the premises are suitable and have been vetted. The premises are secure and the childminder completes written risk assessments to show how she has identified and minimised potential hazards to ensure children's safety. Consequently, children's safety is assured.

The childminder has successfully met the action and recommendations that were raised at the last inspection. She has developed the way in which she evaluates her setting and has identified priorities for the future. The childminder continually reviews her provision so that she maintains good standards. She has recently started an information technology course which is helping her to understand e-safety. In addition to this she is about to start 'The Early Childhood Environment Rating Scale' training course for children, which is designed to give a snapshot of the provision on a particular day. This is to help the childminder further improve her practice by using this as part of her self-evaluation. The childminder has undertaken a range of childcare related courses and workshops to enhance her knowledge. She has recently completed a childcare qualification at level 3, which helps her to enhance children's learning. She is an active member of her local childminding group where she is often called upon to share good practice. All of this clearly demonstrates how she is maintaining continuous improvement in order to ensure continued good learning opportunities for children. The childminder understands the importance of monitoring the educational programmes to ensure that she provides a broad range of experiences for children to help them to make good progress.

Partnerships with parents are good. Children in the early years range each have a communication book in which the childminder records what children have eaten and done during the day. Parents are encouraged to use this book to record any information relating to the care of their child. This ensures there is continuity of care, and that there is a two-way flow of information. Questionnaires completed by parents inform the parent about their views of her setting. Parents are happy with the care that their child receives and

have received in the past with the childminder. Letters from parents states that the childminder is 'trustworthy, professional and reliable'. One parent stated that their childminder is 'very good at explaining things' to her child. Others have said how much change/progress they have seen in their child.

The childminder has established effective relationships with other early years provisions that children attend. Regular communication takes place between the childminder and nursery teachers. This helps to support individual children on a regular basis. For example, the childminder uses targets set in nursery settings for children to support children's continuity of learning and care in her setting.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY305312
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	843792
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/05/2009
<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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