

Inspection date	03/11/2014
Previous inspection date	20/05/2009

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 provides a wide range of resources that interest children and motivate them to learn.
- Partnership with parents works very well and there are very good systems in place for communication and sharing information.
- The childminder engages with children particularly well, to encourage them to express themselves and develop their own ideas.
- Children develop secure relationships with the childminder because of the well-planned settling-in arrangements.

It is not yet outstanding because

- The childminder does not make full use of words and labels around the home, which means she occasionally misses opportunities to enhance children's early reading skills.

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 interactions between the childminder and her minded child.
- The inspector looked at the childminder's self-evaluation, policies, and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2004. She lives with her teenage child in the London Borough of Lambeth. Her home is located close to parks, schools and local transport links. All areas of the childminder's home, except her bedroom, are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has two children on roll in the early years age group.

What the setting needs to do to improve further

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

- strengthen children's early reading skills by providing more labels and words around the environment, to enable children to identify resources independently.

Inspection judgements

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

The childminder has a good understanding of how young children learn and develop. She uses her knowledge of the Early Years Foundation well, to provide stimulating and exciting experiences and activities for children. The quality of teaching is good. The childminder plans activities to make sure children get a good balance of indoor and outdoor learning opportunities. As a result, children make good progress in their learning and show great enthusiasm in activities they take part in. The childminder gathers information from parents regarding children's starting points before they attend the setting. This gives her a clear understanding of how to support their future learning. The childminder completes regular observations and assessments of children. She uses them effectively to monitor and track children's development, to plan suitably challenging activities for the next steps in their learning.

The childminder provides good opportunities for children to develop social skills. Children regularly mix with other children at 'Stay and play' groups and the local library, and they meet up with friends on play dates. This helps them to form positive relationships with other children. The childminder supports children's communication and language skills well. For example, she engages children in meaningful conversations as they play and uses questioning skilfully, to encourage them to talk about what they are doing. Children confidently choose books. They thoroughly enjoy turning pages and lifting flaps, and are beginning to name familiar characters as they listen to stories told by the childminder. However, there are few labels and pictures in the environment, to extend children's understanding that print carries meaning, through, for example, helping them to identify where things belong when tidying up and choosing toys. Children learn about their local

community through outings to local markets and shops. They go on regular visits to an allotment, to help them learn about how fruit and vegetables are grown. Children enjoy bus rides and they go on trips to farms, museums and wildlife centres. This helps them to learn about transport, living things and different environments, developing their understanding of the world.

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

Children have a close and trusting relationship with the childminder. They enjoy frequent cuddles and lots of attention from her. This helps them feel secure and promotes their well-being. The childminder makes sure she finds out about children's interests, favourite meals, toys, and sleep patterns, to ensure she meets their individual needs effectively. The childminder calmly gives clear and consistent explanations of her expectations, so that children know how to behave well. The childminder carries out regular risk assessments to minimise risks to children in her home and on outings. She organises her home so children can move around safely, and suitable safety devices are fitted throughout her setting. This includes a smoke alarm, fire blanket and a smoke detector, to ensure the safety of children. The childminder reinforces children's understanding about how to keep themselves safe. Children practise regular fire drills with the childminder, to help them learn what to do in an emergency.

The childminder provides good opportunities for children to develop and gain good physical skills. Children enjoy building towers with construction materials and use bead frames that help to develop their small muscles and coordination. Children enjoy regular walks to parks and confidently use climbing frames, balancing logs and slides. Trips to soft play areas encourage children to be active and have great fun, playing in ball pools, crawling through tunnels and using large foam blocks for building and balancing. These activities support children to develop an understanding of the importance of physical exercise. Children eat a good range of healthy meals and snacks. The childminder ensures that she includes all food groups when planning meals, and she regularly introduces new dishes. This means children enjoy a wide variety of cultural foods. Fresh fruit and water are readily available, which encourages children to make healthy choices. Children are developing skills for the future and for any move to other early years settings or schools. For example, they feed themselves at meal times and are developing good independence as they learn to wash their own hands.

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

The childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps her child protection knowledge up to date through regular training, to ensure she can deal with safeguarding concerns appropriately and keep children safe. The childminder has all required documentation in place. She regularly reviews and updates her policies and procedures and shares them with parents so that they are fully aware of the service she provides. The childminder understands her

responsibility to meet the learning and development requirements. She provides a stimulating learning environment within her home that positively promotes children development in all areas of learning. She has a good understanding of children's skills and abilities and regularly monitors their progress, to help them progress towards the early learning goals.

The childminder demonstrates a strong drive for improvement. She has successfully addressed the action and recommendations from her previous inspection. She is currently attending a course to enhance her childcare knowledge and to support her to improve outcomes for children. Partnerships with parents are well established. The childminder has daily meetings with parents, to discuss their children's day. For example, she gives them details of outings and discusses children's well-being. She regularly sends parents pictures of activities that children take part in, and gives them detailed information about their children's achievements. The childminder uses questionnaires to get feedback from parents about the service she provides. Parents are very impressed with the places their children visit and the opportunities the childminder provides for their children to socialise with others. They appreciate the photos the childminder sends them of their children playing, and are very happy with the detailed information they receive about their children's time at the setting. The childminder is committed to developing strong links with other early years settings that her minded children might attend in the future. This ensures that children maintain continuous improvement in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY288893
Local authority	Lambeth
Inspection number	814741
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	20/05/2009
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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