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| Inspection date | 12/11/2014 |
| Previous inspection date | 08/01/2009 |

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| 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 plans and provides a good range of activities and experiences which help children make good progress in relation to their developmental starting points.
- The childminder works in close partnership with parents, which helps to ensure children settle well in the setting and feel secure.
- Strong links between the childminder and parents ensure that children's well-being is consistently well supported.
- The childminder gives high priority to the safety and well-being of the children, in order to protect them from harm.

It is not yet outstanding because

- The childminder does not always explore all opportunities to encourage children's understanding of how numbers are used.

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 spent time with the childminder observing her and the children she was caring for.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled children's information and development records.
- The inspector had a tour of the premises during the inspection.

Inspector

Pamela Paisley

Full report

Information about the setting

The childminder registered in 2004. She lives with her two children, one of whom is an adult and one who is school age, in the London Borough of Lambeth. Her home is close to parks, schools and local transport links. The childminder uses the ground floor of her home for childminding. There is an enclosed garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll, two of whom are 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:

- enhance the learning environment to include opportunities for children to see and use written numbers to further develop their mathematical understanding.

Inspection judgements

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

The childminder provides a stimulating range of activities and spontaneous events throughout the week. The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She plans activities around children's interests and makes sure that children take part in a good balance of indoor and outdoor experiences and outings. The childminder encourages children to try new activities, explore new environments and initiate their own play. This contributes to children making good progress in their learning and development, taking into account their starting points and capabilities. The childminder discusses details of children's achievements with parents and they are encouraged to share information about their children's learning and development at home. This makes sure children receive support in their learning that matches their individual needs. The childminder carries out regular observations and assessments of children's development to accurately plan the next steps in their learning.

The childminder supports children's mathematical development well. For example, she uses counting every day objects, number books and rhymes to help children to learn number names. Children gain good skills in solving problems as they complete puzzles, and use stacking rings and shape sorters. However, the childminder does not make the most of pictures, posters or labels for children to see numbers in use around the setting. The childminder provides good opportunities for children to hear spoken language through telling stories. Children enjoy helping themselves to their favourite books and concentrate well as they turn the pages and excitedly point to familiar characters. The childminder

uses puppets and props alongside books to help bring stories alive and support children's communication and language development. As a result, children are learning how to make animal sounds and form sentences. The childminder supports children's understanding about technology through providing a wide range of electronic toys, including children's laptops. These play materials give children good opportunities to press buttons, lift flaps and learn how different mechanisms work.

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

The childminder organises her home well so children feel comfortable and confident in accessing a wide range of stimulating play materials. The childminder regularly rotates resources so children have a good variety of choice. The childminder has a good understanding of children's individual needs because she spends time getting to know children's home routines. Such as their interests, likes and dislikes and sleep patterns. This helps children feel emotionally secure and supports their well-being. The childminder reinforces good behaviour through the use of simple explanations to remind children to share toys and play materials. She encourages children to talk about their feelings and uses books to help children connect with their own emotions. This encourages children to behave well. Children visit toddler groups so they can meet up with other children of a similar age. This helps them learn to make positive relationships with other children.

The childminder carries out daily checks of her home to ensure children can play safely. Children practise regular emergency evacuation procedures with the childminder, which reinforces children's awareness of safety issues. The childminder supports children's understanding about the importance of physical exercise. She provides good opportunities for children to go for walks and visit local parks so they run around and use slides and swings with the childminder's support. Children enjoy regular music sessions, where they can play musical instruments, listen to and dance to their favourite songs. These activities help children to develop their physical skills and encourage them to be active. Children develop good self-care skills, for example using cups independently and feeding themselves at meal times. Children are adopting healthy lifestyles as they learn the importance of washing their hands to prevent germs spreading. These activities prepare children for the next stage in their learning, for example their move to other early years settings. The childminder makes sure children drink lots of water throughout the day and provides a range of homemade meals and snacks. This encourages children to make healthy choices about food and drink.

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

The childminder has a good understanding of the safeguarding and welfare requirements and provides an environment that is welcoming and safe. The childminder conducts thorough risk assessments to ensure children's safety within her home and on outings. There are effective safety devices fitted throughout her home to enable her to protect children from potential dangers. The childminder has a good understanding of how to

protect children and keeps her child protection knowledge updated through regular training. She is aware of the appropriate procedures to follow should she have concerns about a child in her care. There are comprehensive policies and procedures in place which the childminder shares and discusses with parents. The childminder regularly reviews and updates her documentation to make sure that she is promoting the welfare and care of children.

The childminder effectively monitors the educational programmes she provides. She regularly tracks children's learning to make sure they maintain good progress in their development. The childminder works closely with parents to make sure children's individual needs are met well. Parents receive clear information about their children's progress through discussions with the childminder. She shares a daily diary with parents to make sure they have a detailed account of their children's day. Parents provide very positive feedback about the care of their children. They are very happy with the variety of activities their children take part in each day, including seeing photos of their children happily playing. Parents appreciate that their children are able to socialise with other children at toddler groups. The childminder has developed good links with the school her minded children attend. This makes sure that children receive the same support in their learning. Since her last inspection the childminder has addressed all actions and recommendations and attended several training courses to enhance her childcare knowledge. This demonstrates the childminder's commitment to improving her service and outcomes for children.

The Childcare Register

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| 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

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| Unique reference number | EY293718 |
| Local authority | Lambeth |
| Inspection number | 814781 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 3 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 08/01/2009 |
| 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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