

Inspection date	17/11/2014
Previous inspection date	28/10/2009

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

- Children make progress in their learning and development because the childminder uses assessment systems effectively to inform her planning.
- The childminder has strong partnerships with parents, which helps children to succeed.
- Children are secure and confident because they have positive relationships with the childminder.
- The childminder implements good health and safety practices, to support children's well-being.
- Children behave well because the childminder has good behaviour management strategies.
- The childminder improves her practice by attending training, which benefits children in her care.

It is not yet outstanding because

- The childminder does not always give children full opportunity to play in the enclosed outdoor area.
- There is room to develop self-evaluation further, by reflecting more on the quality of provision to meet the learning and development requirements, in order to improve outcomes for children.

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 and spoke with the childminder and children.
- The inspector toured the premises.
- The inspector reviewed parent questionnaires.
- The inspector reviewed documentation including risk assessments, accident records, assessment materials and training certificates.

Inspector

Sama Saheed

Full report

Information about the setting

The childminder was registered in 2003. She lives with her five children aged 20,17,15,11 and seven years old in Plumstead, South East London. She is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The childminder attends the local toddler and childminding groups and is a member of the Professional Association for Childcare and Early Years. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play and a designated playroom. The childminder is currently minding two children, both of whom attend part-time.

What the setting needs to do to improve further

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

- strengthen self-evaluation by reflecting further on children's learning and development needs
- offer more opportunities for children to play in the enclosed outdoor area.

Inspection judgements

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

The childminder has effective systems to capture children's learning and development. For example, she records that children enjoy going to the park and meeting other children. The childminder extends this interest by taking children to playgroups. This supports children's personal, social and emotional development, and their communication and language skills. Young children enjoy creative expression through mark making on easels, with thick colouring pens. This helps children to develop their small hand movements, hand/eye coordination, and early literacy, in preparation for school.

The childminder skilfully builds on children's interest in mark making by modelling shapes such as circles, triangles and squares. The children joyfully imitate the childminder and attempt to copy the shapes. This supports children's understanding of the world as they learn through imitation. When children move on to other activities, the childminder follows their lead. For example, children enjoy sorting miniature furniture pieces, and matching lids to pots. The childminder provides further matching opportunities through puzzles. Children are encouraged to solve problems and think about how to sort and match. This develops early mathematics knowledge. The quality of teaching is good because the childminder creates good learning opportunities based on children's interests and development.

All children are developing skills for school and their next stages in learning. The childminder actively works with the children's parents and preschool teachers, to assess and meet children's learning needs. This means that the childminder can intervene early to bridge any gaps in children's learning and development.

At times, the childminder does not utilise the enclosed outdoor area. This means that play opportunities are missed. However, all children are making steady progress particularly in their communication and language, physical development and personal, social and emotional development.

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

The childminder has developed warm and caring relationships with the children. For example, children show the childminder various toys. This shows that children enjoy inviting the childminder into their play, and that they feel safe, secure and confident with her.

Children are encouraged to be independent in self-help, care practices and play. Young children confidently feed themselves during snack time. Children move independently and confidently through the environment because toys and resources are accessible and at child height. The environment is also clean and inviting; this means that children are comfortable and can play safely. When children come in from outside, they wash their hands, which encourages them to maintain good hygiene practices. Healthy snacks and meals help children to be physically fit.

The childminder models good behaviour and is calm and friendly. She promotes good behaviour, occasionally saying 'no' to children and then explaining why, based on their level of understanding. This displays that the childminder respects children's views and their right to know why they are being disciplined.

The childminder has developed strong risk assessment systems that include a daily check of the children's play areas. This means that children are in a safe environment at all times. The childminder prioritises children's safety in line with the Early Years Foundation Stage welfare requirements. She keeps accurate records on children's accidents and medical treatments. Children are transported in the childminder's car, which has a certificate of motor insurance. The childminder also has a valid and current first-aid certificate.

Children are well prepared for moving on to preschool because the childminder ensures that she builds positive relationships with teachers to aid smooth transitions for children. All children that start with the childminder are given settling-in periods, which helps the children to feel comfortable and secure.

The effectiveness of the leadership and management of the early years

provision

The childminder has a good knowledge of child protection and safeguarding. She has an effective safeguarding policy that contains the procedure to follow if she is concerned about a child's welfare. She is committed to keeping her safeguarding knowledge up to date by attending safeguarding awareness training. The childminder ensures that children are not left unsupervised, and she has Disclosure and Barring Service certificates for all adults over the age of 16 living on her premises. This helps to keep children safe, in line with the safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder is committed to improving and updating her practice and is a member of the professional association for childcare and early years. She has developed good partnerships with the local authority and frequently attends childminding groups. The childminder can confidently identify children that need early intervention because she has developed appropriate assessment records, which she shares with the children's parents. The childminder has forged good parental and external partnerships to support her in driving quality improvements for the children in her care.

Self-evaluation is emerging as the childminder reflects on key strengths and areas for improvement. She also takes parent feedback into account, through questionnaires. However, her self-evaluation process does not adequately monitor her delivery of the learning and development requirements. This means that there are missed opportunities to strengthen learning outcomes for children.

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	EY258131
Local authority	Greenwich
Inspection number	843507
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	28/10/2009
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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