

Inspection date	19/11/2014
Previous inspection date	18/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 demonstrates a good understanding of how children learn and develop. Children access a range of fun activities to support their progress and complement their learning.
- Children are effectively protected because the childminder understands her responsibilities with regards to safeguarding children and updates her child protection knowledge through appropriate training.
- The childminder has formed very secure, close attachments and children are happy and settled in her care.
- The childminder works closely with parents and the local school that the children attend to establish positive working relationships. As a result, children receive a good continuity of care.

It is not yet outstanding because

- The childminder does not always promote children's early literacy skills to help them learn that words have meaning, such as by labelling resources.
- Children do not always have good opportunities to use different tools consistently in the learning environment, such as scissors, to support their fine muscle 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 activities indoors, where children play, and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at information to confirm the suitability of the childminder.
- The inspector looked at a range of records and documentation.
- The inspector took account of the views of parents as discussed with the childminder.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder registered in 1989. She lives in a second floor flat in Dulwich, in the London Borough of Southwark. There are shops, parks and schools within walking distance. All areas of the property are used for childminding, apart from one bedroom. The childminder takes children out daily to local parks and on walks where they access outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are two children on roll in the early years age group. The childminder offers care each weekday all year round.

What the setting needs to do to improve further

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

- provide opportunities for children to develop awareness of letters and words to help them begin to understand they have a meaning
- extend opportunities for children to practise skills, such as cutting, to develop their fine muscle skills and enhance their physical development.

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 the Early Years Foundation Stage learning and development requirements. She uses her knowledge of how children learn to support their development using good teaching strategies. For example, children learn how to count confidently as the childminder gently encourages them, taking part in their list-making activity. As a result, children learn about counting and become familiar with what number means. This helps children to develop an awareness of quantity and a range of mathematical skills. The childminder provide activities that hold the children's interest and, during the inspection, they had great fun sharing and talking about what they would like for Christmas. Consequently, children learn to take turns, while developing their listening and language skills. Children are becoming very confident and secure within the childminder's home, communicating with the childminder, and asking for help. The childminder interacts very well with the children and encourages conversations as she listens to them and responds appropriately. She asks questions in a very relaxed manner and allows children time to think for themselves before responding. For example, she enquired which of the items on their list they would most like to have for Christmas. Children thought about it then enthusiastically responded as the childminder listened with interest.

Children are independent as the childminder encourages them to take care of their own personal needs. They know how to dress themselves, use the bathroom and confidently communicate their needs. They have made friends with each other, enjoying the opportunity to socialise and play together. These skills help prepare children for their next stages of learning and when they move on to school.

The environment is organised well, allowing children to access toys that cover all areas of learning. However, the boxes that resources are kept in are not labelled to help children identify where to find toys and put them away when tidying up. This hinders children's early reading skills. Children have access to the outdoors daily, where they enjoy using a range of equipment, which helps them develop their physical skills. They enjoy walking and using the space to run around, and the climbing frame in the park to climb and gain physical strength. This enables children to exercise their muscles and develop their coordination. However, the childminder does not consistently use resources indoors to support children with their fine muscle physical skills. For example, she does not consistently enable children to use scissors to have a go and cut out their own pictures.

The childminder knows the children in her care well. This is because she discusses information regarding children's abilities with parents, and documents their starting points when their child first attends. The childminder use information gathered from parents effectively to develop her planning for the children. This helps her to ensure children are making good progress in their learning and development. The childminder works closely with the school to ensure information is shared and a continuity of learning is maintained. This means she is fully informed regarding children's learning and achievements and makes good attempts to complement their learning. The childminder offers opportunities to support children to play independently and ask her for support if needed, allowing the children to develop their interest and become engrossed in their play. Children play with a variety of good quality resources that are easily accessible for self-selection. The childminder use opportunities to fully support children's language skills very well. She talks and explains to the children, explaining why they have 15 minutes until tidy up time. As a result, children are effective communicators.

The childminder encourages parents to talk about their child's development. She completes observations of the children and tracks their progress to ensure there are no gaps in learning. For example, she completes the progress check for two-year-old children. The childminder ensures there are regular opportunities for parents to read these documents and to discuss their child's ongoing progress.

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

Children have formed secure attachments with the childminder who speaks warmly and reassuringly to them. They are happy and comfortable in the environment and are familiar with the daily routines. For example, they remove their coat once they are in and have drinks and snacks on their return from school. The childminder is very caring, calm and offer lots of praise and encouragement, which promotes the children's self-esteem. Effective systems for supporting children through their settling-in stage positively

contribute to children feeling emotionally secure. As a result, they quickly settle and engage in activities.

Children are encouraged by the childminder to take some responsibility for their own individual needs. For example, children select from a variety of resources themselves and initiate their own games. The childminder has high expectations for all children in her care. Children understand the simple house rules and as a result, they know what is expected of them. This promotes the children's feeling of security and safety. They are taught the importance of washing their hands after going to the toilet and complete this task confidently. Children are encouraged to develop a sense of their own safety. They achieve this through learning about road safety when they are out and how to walk safely, and helping to tidy up once they have finished playing. They know how to evacuate the premises in the event of an emergency as they practise fire drills with the childminder. The childminder completes thorough risk assessments to ensure children play in a safe, but homely environment.

The childminder ensures she is fully informed and keeps updated with regard to children's individual needs, for example their dietary and allergy requirements. This means children receive appropriate meals and their welfare is assured. Children enjoy healthy, nutritious snacks as the childminder promotes healthy lifestyles. Children enjoy fresh air daily as they walk home from school or visit the park. This supports children to stay active and ensures they benefit from further aspects of a healthy lifestyle.

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

The childminder protects children's welfare because she demonstrates a good understanding of how to safeguard children. The childminder updates her safeguarding knowledge through appropriate training. She maintains a current first-aid certificate and has a fully stocked first-aid kit to hand. The childminder ensures written parental permission is in place, to seek emergency medical advice or treatment. This means children are fully protected in the event of an accident. The childminder completes daily safety checks and, therefore, children play in a secure, safe environment.

The childminder demonstrates a secure knowledge of the Early Years Foundation Stage and delivers all aspects of the framework efficiently. The childminder routinely monitors her provision through her self-evaluation process. As a result, she is well aware of her strengths and areas for improvement. She positively encourages parents and children's views in this process to ensure sustained improvement and a high quality provision for children.

The childminder is organised and keeps well-maintained documents securely. She has established positive working relationships with the local school that the children attend. The childminder exchanges useful information to share good practice, ensuring a continuity of learning for each child in her care. Positive relationships with parents mean effective communication takes place. They are warmly welcomed into the childminder's

home and have daily discussions with the childminder. They feedback to the childminder that they are happy with every aspect of the care and learning offered to their 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	107274
Local authority	Southwark
Inspection number	803940
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	18/06/2012
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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