

Inspection date	11/12/2014
Previous inspection date	12/05/2009

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

- Children play in welcoming playroom where they have lots of fun choosing their favourite toys and activities, which supports their independence.
- The childminder has a good understanding of the Early Years Foundation Stage and works successfully with children, identifying their individual levels of achievement and extending their skills through play.
- The childminder has a commitment to training to improve her skills and support children's progress.

It is not yet outstanding because

- The childminder does not make best use of the activities and themes children do at home or nursery school to extend upon the activities she provides.
- Although children make good progress overall, the present method for recording their starting points from parents is not very clear to enable accurate planning for their next steps in the early stages.

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 viewed areas in the home where children play and rest.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at documentation relating to children's assessments and progress.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures, including safeguarding, accident and medication records.

Inspector

Gillian Cubitt

Full report

Information about the setting

The childminder registered in 1994. She works with an assistant, who is also her daughter. She lives in a flat with her three adult children. It is situated on the first floor of a converted house, which is in the London Borough of Lewisham. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children before and after school and currently has one child on roll in the early years age group. Children have the use of the main living room. There is also a garden for outdoor play. The family have three pet cats. The childminder has a level 3 qualification in childcare. She takes and collects children from school. She also visits local parks, libraries and other child-centred activities.

What the setting needs to do to improve further

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

- build upon the existing partnership with parents and schools to include their ideas when planning activities to give stronger consistency in children's learning
- enhance the present system for obtaining children's actual abilities when starting so an evaluative assessment can identify children's strengths and first areas of development.

Inspection judgements

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

The childminder has a good knowledge of how young children learn and appreciation of the importance of play. There is a wide range of interesting and motivating activities. These help children to develop and progress well, particularly in their physical development, understanding the world and communication and language. For example, during the inspection, children made play dough and enjoyed the physical exercise of kneading the dough to the right consistency. The constant good interaction by the childminder helps to increase children's fluency and confidence in speaking. They learnt how to mould the dough to create figures, as well as cutting out shapes and using the correct words such as circle and rectangle. The childminder plans her activities from her observations and assessments of children's progress. Consequently, children make good progress.

The childminder keeps parents well-informed about their children's progress through daily conversations, sharing the children's information book and the progress check for children between the ages of two and three years. Parents are encouraged to support and share

information about their children's learning at home. However, strategies to gather quality information from parents on children's abilities when they start are not fully effective in establishing a starting point for children's learning.

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

Children are very happy and have a good rapport with the childminder. The area where children play is full of stimulating resources that are well suited to the ages of the children and carefully matched to their needs. Therefore, children are very active in purposeful play. This supports their good behaviour and the childminder positively reinforces this through encouragement and praise. The childminder keeps parents informed about how children behave and works with them to ensure that there is consistency in managing children's behaviour. Consequently, children's understanding of the childminder's expectations is clear and they respond to her promptly when asked to do something. Children are well prepared for the move into other settings and schools. The childminder discusses the school day with the children as she helps them change their clothes for their school outfits before attending their afternoon session. Children therefore, look forward to their school experience with excitement and anticipation.

Children learn the importance of good hygiene practice through daily routines that support them in managing to their personal needs. For example, children asked when they needed to go to the toilet or wanted to wash their hands. The childminder provides a safety step for children to reach the taps with ease, so they develop these good self-care skills. The children have opportunities to play in the childminder's garden which has a wide variety of resources for active play, including areas for children to dig and plant herbs and vegetables. The childminder also takes children on regular outings to the local park to provide them with extra variety and stimulation in their outdoor exercise. Children enjoy healthy snacks and meals. During the inspection, the children made preparations for snacks such as tidying away and cleaning the table. The childminder and children enjoyed talking about types of fruit, helping children to learn about the differences in texture and taste.

The childminder carries out risk assessments of her home to keep children safe. She has correct insurance and a current first-aid qualification. Therefore, any minor accidents or injuries are treated appropriately. There are clear procedures in place, discussed with parents, to meet children's medical and dietary requirements. These procedures and good practices help to ensure children's good health and well-being. Children are frequently reminded about safety when out on walks or trips to school to raise their confidence and keep them safe.

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

The childminder has a good understanding of how to meet the safeguarding and welfare and learning development requirements. She has attended relevant training and, as a

result, fully understands the procedures to protect children. She has clear guidelines to follow if she has a concern about a child in her care and knows what to do in the event of an allegation being made against herself or a member of her family. The childminder's policies and procedures are available to parents and she ensures these are followed correctly to ensure children's well-being and safety.

The childminder helps children to make progress by monitoring the education programmes through her daily observations and assessments. These show that children in her care are making good progress overall. She holds a level 3 in childcare and uses her knowledge and experience well to inform her practice. She regularly reviews the variety of activities that she provides to ensure that she meets children emerging needs and interests. This proactive approach helps to make sure that children benefit from continually improving provision. Consequently, the childminder's approach to self-evaluation is positive. She has met the requirements from the last inspection. She also embraces any training opportunities and has regular meetings with other childminder's where they share new ideas and good practice.

The childminder has a friendly partnership with parents. This contributes to children's contentment and good progress. Daily detailed journals also enhance this partnership. Feedback from parents through questionnaires is very positive as they feel comfortable that their children enjoy being with their childminder. The childminder is aware of the importance of making links with other professionals and does so through her visits to childcare facilities within the community. The childminder demonstrates how she works with any specialists to help to promote continuity in children's learning and care. The childminder has existing links with local schools and gains an overview of what children do. However, the childminder is not fully utilising this to inform her planning. Consequently, at times there is some inconsistency in the programme of learning to fully challenge children's abilities.

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	107368
Local authority	Southwark
Inspection number	813321
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	12/05/2009
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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