

**Inspection date**

29 January 2015

Previous inspection date

11 November 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
|  | Previous inspection:    | Satisfactory                | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not effectively extend children's learning through providing support and guidance where necessary.
- The childminder does not have arrangements in place to gather the views of children to enable her to plan motivating experiences based on their interests.
- The childminder has not developed links with professionals to access targeted support for children needing extra support.

### It has the following strengths

- The childminder is caring and attentive to children's individual needs. She spends time observing children and interacting with them and this helps children to form secure attachments that support their well-being
- The childminder offers children a wide range of resources which are accessible, enabling them to make their choice of play. Babies have sufficient room to crawl around and explore toys.
- Children enjoy many outings which expose them to their community. The childminder help children make sense of their physical world through many visits. For example, they learn about different animals at the farm and socialise with different people during picnics at the park.
- The childminder manage children's behaviour effectively. Children learn to understand other's feeling, helping them to treat each other with kindness. She models turn taking in fun group play, and encourages positive behaviour by giving praise.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop a clear understanding of how children learn through play during adult-led and child-initiated activities to promote and extend children's learning consistently
- develop effective arrangements to gather the views of children to provide motivating learning experiences so that children develop a positive attitude to learning.

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

- develop links with other agencies to secure targeted support for children needing extra support.

### **Inspection activities**

- The inspector observed activities in the playroom.
- The inspector looked at planning and assessment documents.
- The inspector looked at policy documents.
- The inspector took account of the views of a parent.

### **Inspector**

Sarah Bangura

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

All children make steady progress in their learning and development. The childminder has sufficient knowledge of how to plan appropriate activities to support children's development. She provides a suitable range of motivating activities based on children's stages of development. Her enthusiastic interaction with children supports play, enabling them to engage in their exploration. For example, she helps children to express themselves in dance and movement and develop their balance as she sings many action songs. However, she does not always follow children's lead during play or gather the views of children on which to base next step plans. She provides many opportunities for all children to develop their language skills through regular reading sessions and visits to the library. The childminder involves parents in their children's learning which helps to support consistency in their progress. She keeps them up to date through telephone conversations as well as daily verbal exchange. This helps her to know children's individual needs which benefits children's care and learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children quickly settle and have a happy time in the childminder's care. The childminder uses discussions and books to prepare children for their move on to school. The childminder teaches children about healthy eating by speaking to them and encouraging them to choose healthy options. Plenty of physical activities and fresh air at the park and play centres support their growing bodies, promoting their health and well-being. The childminder provides a caring and safe environment for children to play. She carries out regular risk assessments and monthly fire drills, which teach children what to do in an emergency.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has a clear understanding of safeguarding and child protection issues. These are in line with written policies that she shares with parents to inform them of the procedures followed if she is concerned about a child. This promotes children's safety. The childminder is developing her understanding of how to meet the needs of the children in the Early Years Foundation Stage through accessing training. She has made some positive changes since her last inspection to maintain steady improvement in her provision. Currently she is working on priorities such as providing children more opportunities to learn about the world they live in. She has yet to develop links with other agencies that provide targeted professional support so that the needs of all children are met.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY358743         |
| <b>Local authority</b>             | Greenwich        |
| <b>Inspection number</b>           | 924769           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 4                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 11 November 2009 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2007 and operates from her three bedroom second floor flat in a low-rise block in the London borough of Greenwich. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register.

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.

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