

**Inspection date**

30 January 2015

Previous inspection date

11 September 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            |                         | Good                        | 2        |
| 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 track children's achievements to accurately identify their stage of development and plan for their future learning. Therefore, children do not always make good progress in their learning and development.
- The childminder does not support children's information communication technology skills. For example children do not have access to cameras and computers.
- The childminder does not always carry out regular emergency evacuation practises so that children become familiar with what to do in an emergency.
- The childminder does not fully promote children's free choice and independence, as they do not always have time to finish activities.
- Partnerships with other settings are not fully developed to support consistency in children's learning.

### It has the following strengths

- The childminder offers a balance of adult-led and child-initiated activities. Planning is based on what children like to do, what they show interest in doing and parent contribution from home. This helps children engage in experiences that interest them.
- Children enjoy regular visits to playgroups, the library and other outings in the community. They have opportunities to have social interaction with other children and explore their local community.
- The childminder builds children's self-esteem and confidence effectively. Children receive regular praise and they relate well to the childminder and her assistant.

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

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

- develop the educational programme for expressive arts and design to increase opportunities for children to develop their information communication technology skills
- continue to develop planning and assessment systems to track children's achievements, and accurately identify their stages of development.

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

- enhance children's free choice and independence by enabling them to access snacks when they are ready
- develop links with other providers to share information that support children's continuous learning
- carry out regular emergency evacuation practises to develop children's understanding of safety.

## **Inspection activities**

- The inspector observed activities in the playroom and provision in the outside play space.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### **Inspector**

Sarah Bangura

## Inspection findings

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

The childminder and her assistant provide a broad range of activities to adequately support children's learning and development in most areas of learning. However, children do not have access to information communication technology resources such as a computer. This does not support their understanding of how things work. Staff promote key skills such as language and early writing, preparing children for the next stage of learning. However, the childminder sometimes stops children finishing their chosen activity, when it is snack time for example. This does not enable children to enhance their sense of pride in completing tasks. Monitoring and tracking of children's progress is less effective. The childminder does not clearly identify children's current developmental stages. This does not enable her to quickly highlight any potential learning gaps.

### **The contribution of the early years provision to the well-being of children is good**

The childminder creates a clean and welcoming environment. The playroom is spacious and well-resourced with books and materials that reflect diversity. The childminder and her assistant teach children how to be healthy and safe. However, they do not regularly practise the emergency evacuation procedure. This does not fully support children's understanding of how to keep themselves safe in an emergency. She provides children with healthy, freshly cooked meals, which provides nourishment to support healthy growth. The childminder respects children's dietary needs and preferences and she operates a no nuts policy to guard against allergic reactions. The childminder helps children have a positive experience when they move to school. Children develop a sense of responsibility and confidence as they help with daily tasks in readiness for school.

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

The childminder has suitable understanding of her responsibilities to safeguard children in her care. The childminder has attended training on child protection and now her and her assistant have a sufficient understanding of child protection procedures. This adequately safeguards children in the event of any concerns. Safe recruitment practices and vetting procedures ensures children are supervised by suitable assistants. The childminder provides a full induction for new assistants so they become familiar with routines for the safe management of the provision. The childminder observes her assistants constantly as they work side by side, which enables her to identify any areas of weakness. They discuss how to support their practice, for example, by attending further training. This shows ongoing professional development that will continue to benefit children and services to parents. The childminder does not make clear links with other settings that children attend to share information about children's learning. This does not fully support consistency in children's learning and development.

## Setting details

|                                    |                   |
|------------------------------------|-------------------|
| <b>Unique reference number</b>     | EY392839          |
| <b>Local authority</b>             | Greenwich         |
| <b>Inspection number</b>           | 1002919           |
| <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>  | 10                |
| <b>Name of provider</b>            |                   |
| <b>Date of previous inspection</b> | 11 September 2009 |
| <b>Telephone number</b>            |                   |

The childminder registered in 2009 and she lives in the London Borough of Greenwich. She is registered on the Early Years Register and compulsory part of the Childcare Register. The childminder lives works with an assistant.

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