

Inspection date	12 February 2015
Previous inspection date	25 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not met	
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress because the childminder provides a good balance of well-planned activities and opportunities for children to initiate their own play.
- The childminder use observations of children's interests to assess their current skills and abilities and plan activities to support the next steps in their learning and development.
- The childminder organises the environment and routine to support children's independence skills. For example, resources are easy to reach and labelled with photos, enabling children to make choices in their play.
- The childminder supports children's emotional well-being as she forms strong relationships with them and their parents. Consequently, the regular sharing of information regarding children's care routines helps the childminder to meet children's needs.
- The childminder supports children's good health through daily opportunities to play outside and balanced, nutritious meals and snacks.
- The childminder has good procedures to reflect on her provision and practices. This enables her to identify areas for improvement and maintain the capacity to continually improve.

It is not yet outstanding because:

- The childminder does not fully engage parents in regular discussions about their children's progress on order for them to help support their children at home.

What the setting needs to do to improve further

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

- review ways to enhance parents knowledge and understanding of their children's learning in order to continue to support them at home.

Inspection activities

- The inspector observed the childminder and children interacting and playing together.
- The inspector viewed documentation including policies and evidence of the childminder's suitability.
- The inspector held discussions with the childminder.
- The inspector viewed children's development records.
- The inspector took account of the views of parents.

Inspector

Sarah Bangura

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses her knowledge of play and child development and her experience in early years to provide effective learning opportunities. Children initiate their own play and the childminder skilfully extends children's learning through offering new dimensions to their play. For example, she links children's interest in shapes to household containers and encourages them to compare their different colours. Children become active learners as they persevere and gain a sense of achievement. They become confident talkers, engaging in useful discussions and responding appropriately to questions. This helps to provide children with some of the skills they need for their next stage of starting school. Parents and the childminder exchange information to support children's care routines through a shared approach. Planning and assessment are effective. However, the childminder does not always share enough information with parents to enable them to support their children's learning and development at home.

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

Children are eager to attend and enjoy a fulfilling day of play and learning. They benefit from a homely and well organised environment. The quality of interaction between the childminder and children is particularly noteworthy. During care routines, like nappy changes, the childminder speaks or smiles to them to help support their emotional security. She uses positive language such as 'good work' and praises children for persevering. As a result, children behave well and are confident. Children learn the importance of healthy and active lifestyle practice. They enjoy a varied diet, including curry and Caribbean chicken. The childminder takes into account children's dietary needs.

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

Effective understanding of the Early Years Foundation Stage requirements and commitment to improving outcomes for children means good quality provision. Reflective self-evaluation helps the childminder to recognise ways of develop children's learning experiences. This includes replenishing resources and equipment with more natural materials and resources to enrich children's experiences. The childminder keeps her first-aid training up-to-date, which means that she is able to treat any minor injuries and accidents while children are in her care.

Setting details

Unique reference number	107303
Local authority	Southwark
Inspection number	806123
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	25 June 2012
Telephone number	

The childminder registered in 1995. She lives in the Peckham, in the London Borough of Southwark. The ground floor of the home is used for childminding. Children have access to two local parks within walking distance for outdoor play. The childminder is registered on the Early Years 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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