

Inspection date	25/04/2013
Previous inspection date	27/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 develops strong bonds with the children in her care, this enables them to feel secure and settled in her home.
- The childminder provides a safe and inviting environment where children can freely choose where and with what to play with.

It is not yet outstanding because

- The outdoor environment does not offer children a wide range of experiences in all areas of learning.

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 children's activities indoors and outside, and the childminder's interaction with them
- The inspector sampled relevant documents, including children's records and some policies
- The inspector held discussions with the childminder and children

Inspector

Lisa-Marie Jones

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her husband and two children aged 11 and 14 years in Forest Hill within the London borough of Lewisham. The whole ground floor and first and second floor of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The family has a cat and a hamster.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll, both of whom are in the early years age range. The childminder is a member of National Childminding Association.

What the setting needs to do to improve further

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

- extend opportunities in the outdoor area for children to explore all areas of learning.

Inspection judgements

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

The childminder identifies children's starting points and individual needs in collaboration with parents. She makes sure that children's development and learning is documented and monitored to track their progress. She provides a good range of activities that help children make good progress in their learning. The childminder has implemented the progress check at age two years to enable her to report the necessary information to parents.

The childminder has good knowledge of the seven areas of learning and provides a range of activities that capture children's individual interests. Children's language development is fostered throughout the day. The childminder gently encourages children's language skills by repeating words and by talking about their activities. She ensures they have opportunities to play with children of the same age to encourage more communication and for them to initiate conversations in their play. Children are learning to take care of animals by feeding and handling the hamster and children become animated and excited when they see it.

Children enjoy the freedom of the well organised environment and happily choose whether to play in the main room, playroom or the garden. However, the garden mainly provides opportunities for physical play and does not cover all areas of learning. This means

children cannot always extend their learning outside. Nonetheless, children move around with confidence and investigate what the childminder plans for children to play with as well as helping themselves to toys and activities, as they are very aware of where toys are stored.

On the whole children are very happy and settled; and appear to have a firm bond with the childminder. They sit on her lap to share stories and look to her for reassurance when they try something new. The childminder is skilled in building children's confidence and praises their achievements when completing activities such as puzzles and drawing chalked pictures on the decking in the garden. The childminder knows the children really well and is able to identify ways of supporting children's care and learning to help them make good progress while they are in her care.

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

Children show they feel very settled with the childminder as they are relaxed and respond well to her. The childminder takes into account each family's separate needs and is very flexible regarding the hours the children can attend. She takes great care to ensure she obtains information from parents about children's likes, dislikes and routines when settling in to her care. This helps to ensure they settle quickly and routines are consistent with home patterns.

Behaviour is good with the childminder reminding children how to care for each other and to keep themselves safe. Menus offer the children choice and cater for their dietary needs. These are healthy and prepared fresh on the premises with fresh ingredients. Children enjoy the freshly made meals that the childminder prepares and are learning table manners and how to feed themselves and use suitable cutlery. This promotes children's independence and helps them gain useful skills in readiness for their next stage of learning. Water is on hand so children can help themselves. Children learn how to become independent in their toileting and know when they need to wash hands for hygienic purposes. Children have freedom of choice of when to play in the garden space, where they take part in suitable physical activities, such as bike riding and ball play. They also take regular walks to parks and visit soft play centres and playgroups to further enhance their physical and social skills.

The childminder provides experiences that are similar to what children may take part in at school. For instance, children use the toilets independently; take part in group story times and singing times. They also learn to take turns and share and take part in larger group activities when they visit play groups. This enables children to progress appropriately in gaining skills for their eventual move to other early years provision.

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

The childminder understands her legal responsibilities clearly in regard to promoting children's learning, development and welfare. There are secure systems in place to help safeguard children and promote their welfare. She has taken part in safeguarding training and is aware of the need to work with other agencies as required. She has appropriate policies in place to ensure she can take prompt action if she had any concerns regarding children's welfare. The childminder is aware of her responsibilities in making sure all adults in the household are suitably vetted. She undertakes risk assessments to ensure anyone whose checks are in progress do not have unsupervised access to children. This further promotes children's welfare.

Children's safety while at the childminders home is given priority. She conducts risk assessments and ensures appropriate safety equipment is in place. Children are taught to be responsible for keeping themselves safe with the childminder gently reminding them of rules and boundaries while they play. There is balance of learning experiences for children, including free-play and adult-led activities.

The childminder has developed her system for observations and assessments in order to clearly identify children's next steps of learning. She plans interesting activities in order to help children make good progress in the learning. The childminder has acted on recommendations set at the previous inspection. Children's safety is promoted as they practice regular fire drills to help them become familiar with emergency evacuation procedures and written parental permission for taking children on outings and on all types of transport has been sought. This demonstrates the cm is able to make ongoing improvements to her practice.

The childminder has positive relationships with parents. They regularly share information about children's routines and the activities they complete. When parents and carers collect their children, they make time to discuss all relevant events. Comments on questionnaires state that they are delighted with the level of care the childminder provides and that children are very happy and settled in her care. Children make good progress in their development and are prepared for future learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY275209
Local authority	Lewisham
Inspection number	913846
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	27/09/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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