

Inspection date	07/05/2013
Previous inspection date	05/08/2009

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

- The childminder's effective systems of observation and assessment help her to gain a secure understanding of children's individual stages of development.
- The childminder plans interesting and challenging activities to support children's progress across all areas of their learning.
- Children have developed warm relationships with the childminder. This gives them the confidence to express their needs and wishes.
- The childminder's robust self-evaluation and commitment to extending her knowledge through training, enables her to clearly identify areas of her provision she feels could improve.

It is not yet outstanding because

- The childminder does not always provide children with the opportunity to make informed choices about their indoor activities.

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 conducted a tour of the premises during the inspection
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the childminder at appropriate times throughout her observations.
- The inspector looked at childminder's records and discussed her self-evaluation.

Inspector

Marvet Gayle

Full Report

Information about the setting

The childminder registered in 2005. She lives in a three bedroom house in the SE16 area of the London Borough of Southwark. Areas used for childminding are the living room, kitchen and bathroom, which are all situated on the ground floor. A fully enclosed garden is also available for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. . She is currently minding two children in the early years age group and one child in the older age group.

What the setting needs to do to improve further

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

- consider ways to provide opportunities for children to make more informed choices through indoor activities to fully promote their individual learning.

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 the Early Years Foundation Stage. She engages in detailed discussion with parents at the outset regarding children's capabilities and interests. She records this information and uses it to identify children's next steps in learning. The childminder also uses her findings to plan activities which cover all areas of learning and to provide an appropriate level of challenge to support children's continued progress. The childminder is making good use of relevant documentation, along with information gained from her training, to inform her practice. She provides children with a varied and interesting range of activities outdoors to challenge and interest them as they play. However, children do not always have enough opportunities to make informed choices about the activities they play with indoors. As a result, the childminder is not currently fully promoting children's independent learning, both indoors and outside. The good progress children make helps to ensure that they are confident at school. The childminder makes time to talk to parents each day. All written information, children's profiles and information about planned activities are shared with their parents confidentially. This helps to ensure that parents are fully included in their children's learning experiences.

Children thoroughly enjoy planned activities, such as trips along the river. They learn about the history of the river, supporting their understanding of world, and learn about the changes over the years to the community. The children practise their coordination as they played with building bricks, sorting shapes, designing models and cooperating with

each other. The childminder supports the activity well. She encourages the children to talk about what they are doing, to recall incidents they have heard and seen in the media and to create their own designs.

The childminder effectively supports children to follow their interests. For example, she is aware the children like being outdoors and often plan trips to go for walks after school or to the sports ground where the children have more space to move around. The childminder makes good use of the garden for children to enjoy active physical play. There is a good range of equipment to encourage them to climb, balance and move in different ways.

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

Children are happy and eager to play. The childminder spends time talking to parents before children begin attending in order to ensure that she is aware of their routines and preferences. This system enables the childminder to support children to settle into her care. The childminder creates a warm, friendly atmosphere within her home and children attending are fully included in her family life. Children behave well. The childminder sets clear boundaries so children know what is expected of them. They are kind and considerate to each other and share resources well. The childminder is a good role model and children are consequently polite and well-mannered as they copy her behaviour. This helps to support children to develop vital skills for the future.

The childminder promotes children's good health by ensuring they spend time outdoors for fresh air and physical activity. She provides children with healthy snacks which encourages a positive attitude to healthy eating. Children develop good self-care skills because the childminder encourages them to undertake tasks for themselves and develop their independence. The childminder gives high regard to children's safety. She ensures the environment is safe prior to their arrival and undertakes risk assessments prior to any outings. She teaches children about keeping themselves safe. For example, when they are out, children learn how to cross the road safely, using the pedestrian crossing.

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

The childminder implements a purposeful range of policies and procedures, which help to ensure that she effectively promotes children's safety and welfare. She demonstrates a clear understanding of her responsibilities and the indicators that would cause concern. This knowledge helps her to protect children from harm. Children's safety is promoted further because the childminder ensures that the environment is safe and secure when children are present. She also undertakes risk assessments prior to excursions outside of the home to help ensure children are safe in her care.

The childminder has a good knowledge of the learning and development requirements. She constantly reflects upon her practice, alongside the progress that children are making

and is aware of any areas identified for further development. As a result, experiences for children are positive. The childminder demonstrates a high commitment to the continual improvement of her provision. She has established a secure partnership with the parents and keeps abreast of legislative changes. She has gained a recognised childcare qualification and makes very good use of her learning to influence the quality of her provision. The childminder has a secure awareness of her strengths and areas where improvements can be made. The views of parents and children are valued. They regularly contribute to the self-evaluation process through regular discussions, along with formal letters.

At the outset of new children starting, the childminder shares her policies and information about how she delivers the learning and development requirements with parents. This ensures that they understand her responsibilities and how she operates. Daily exchanges of information help to ensure that parents are kept informed about their children's activities and achievements and involved in their children's learning. Parents rate the service the childminder provides highly; they praise how happy and settled their children are and how much they look forward to attending.

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	EY303123
Local authority	Southwark
Inspection number	814885
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	05/08/2009
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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