

Inspection date	18/01/2013
Previous inspection date	22/03/2011

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 warm caring relationships with the children so they are happy, feel secure and play well in her home.
- The childminder has a clear understanding of how children learn. This enables her to plan exciting learning experiences to support children's skills for their future.
- The childminder has implemented systems to support positive partnerships with parents and other providers. This provides continuity in their care and learning.
- The childminder supports children's behaviour consistently as she has a kind and sensitive approach, which is appropriate to their age and stage of development.

It is not yet outstanding because

- systems evaluating her provision are in place but do not cover all areas of the provision as equally effectively.
- there are few labels and signs on toys and resources to assist children to develop and extend their early reading and writing skills.

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 carried out regular discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the interaction of the childminder with the children as they played.
- The inspector looked at a range of the settings policies, documentation, and children's learning files.

Inspector

Ray O'Neill

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband and four children in a four bedroom home in Eltham in the Royal London Borough of Greenwich. The home setting is within walking distance of many local amenities including parks, a library, nurseries, and local shops. The area is served by good transport links. Opportunities for physical play take place at local parks and other local outdoor facilities. The family have one cat, one dog, two rabbits, five guinea pigs and a goldfish. The whole of the ground floor, two first floor bedrooms and bathroom are used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.. She also offers care to children aged over five to 11 years. The childminder currently has six children in the early years age range on roll who attend on a part time basis. The childminder cares for children Monday to Friday from 7.30am to 6pm all year round.

What the setting needs to do to improve further

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

- further develop an environment which is rich in print where children, especially those more able, can further develop their awareness about words, using name labels, labelling objects and using signs
- enhance the current systems for self-evaluation to ensure opportunities for continued professional development and future improvements are maximised

Inspection judgements

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

The childminder has a good understanding of how each child in her care learns and develops. She finds out what children can do when they first start by talking with parents and recording relevant information. The childminder continues to effectively record children's progress using the Development Matters in the Early Years Foundation Stage guidance. This assists her to set clear goals for each child within the seven areas of learning. She has a thorough understanding of children's specific and individual needs and how to tailor her provision to support them. For example, she identifies when children need support with their speech, language and social skills by eliciting support from health professionals and organising sign language training. This supports them in developing

confidence in their communication skills. The childminder puts a lot of thought into planning fun and exciting outdoor events for the children to enjoy on a daily basis. For example, they visit the local parks, woods, libraries and shops. This means that children have regular opportunities to find out about aspects of their local community and extend their learning through regular everyday experiences.

The childminder fosters children's language development with good effect through modelling and repetition. For example, the childminder and her assistant encourage the children to name colours and count cars during their play by demonstrating word choices and repeating clearly to support understanding. The childminder provides a range of activities for children to express themselves. For example, they enjoy developing their imaginations through role play, exploring the local woods, collecting natural materials and investigating colour and texture whilst making collages.

Children enjoy selecting books from the wide range available. Younger children can easily access books and enjoy either mimicking reading behaviour or listening and joining in stories read by the childminder and her assistant. Children make marks and draw pictures, sometimes producing recognisable symbols and letters. However, there is limited labelling of resources, objects or name labels to continue develop more able children's literacy skills. Therefore further increasing their familiarity with numbers, letters and sounds.

Children make good progress in their mathematical development as the childminder encourages them through everyday events. For example, they have fun together counting wheels on cars, singing number songs or comparing sizes and shapes of everyday objects. In addition, the childminder organises and plans activities in the local park such as a mini-Olympics, in order to support children's learning and development in a variety of ways. This demonstrates how the childminder is very skilful in making the most of opportunities to support children in developing the skills needed for the next stage in their learning in a natural and fun way.

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

The childminder and her assistant work well together to promote good behaviour with the children. The childminder uses information from parents to find out about children's personal needs, such as their routines and interests. She arranges a gradual settling-in plan based on how parents feel that their children will settle. This enables her to get to know the children well and they soon build trusting relationships. The childminder is a very good role model as she is kind, gentle and respectful in her communication skills. She and her assistant have a consistent approach in their expectations for children's behaviour, so children develop a good understanding of what is acceptable. The environment is well resourced and organised with children's interests in mind. The childminder organises her routine very well, but also balances this with a degree of flexibility so that that she is always in a position to meet children's individual care needs.

Children embrace a healthy lifestyle and enjoy eating tasty snacks such as fresh fruit everyday. The childminder and her assistant sit with the children as they eat and use this

time to hold meaningful discussions about the importance of good health and nutrition. Children are encouraged to learn about safety. Regular fire drills take place so the children are aware of what to do in an event of an emergency. The use of stair gates prevents children accessing areas that are unsafe unless an adult is present. Children make good progress in their physical skills due to the wide variety of experiences and activities that the childminder plans. For example, daily visits to the park, regular walks to the woods and organised outings to the zoo or farm, help children to develop an understanding of the importance of physical exercise.

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

The childminder has developed a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She uses documents and her contact with other childminders to keep up-to-date with changes in requirements and practice. The childminder is keen to improve her practice and has systems in place to evaluate her provision. She has improved several areas of her practice such as planning a wider range of outings and purchasing new resources that further support children's learning. However her current system for appraising her assistants and identifying areas for her own professional development is less robust. This demonstrates her capacity to maintain on-going improvements to improve outcomes for children.

The childminder has developed a secure understanding of her responsibility in regard to safeguarding children. She is vigilant in her supervision of children. The childminder keeps up to date with her first aid qualification and attends courses to enhance their knowledge of safeguarding and child protection. She conducts detailed risk assessments to help her identify potential hazards and implements good safety measures. The childminder has a clear evacuation plan and a wide range of fire safety equipment.

The childminder has formed strong partnerships with parents and keeps in touch with them throughout the day. For example, she sends them texts with updates and photographs of their children's activities and achievements. This reassures parents that their children are happy and supports continuity in their care and learning. The childminder has a clear understanding of how to seek support from outside agencies for children with identified needs. For example, she has established strong relationships with teachers from the primary school and childminder at the local pre-school. This demonstrates a good approach to partnership working, effective communication and smoothes children's transition to school.

This inspection was brought forward following an investigation by Ofsted on 10th December 2012. The childminder failed to notify Ofsted of a significant event and they issued the childminder with a warning letter. She is still compliant with this.

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	EY344844
Local authority	Greenwich
Inspection number	899101
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	22/03/2011
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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