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| <b>Inspection date</b>   | 17/01/2013 |
| Previous inspection date | 06/10/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 provides a caring and loving environment and as a result, children feel safe and secure.
- The childminder uses consistent and clear boundaries with the children who develop a good understanding of acceptable behaviour.
- The childminder has a good understanding of how to promote health and safety. She has risk assessed her home and outings to promote the safety and well being of the children in her care.

#### **It is not yet outstanding because**

- Although the childminder embraces diversity, she does not fully support the use of the children's home languages, to further promote their communication and language 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the children's play.
- The inspector talked to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, a selection of policies and procedures and children's records.

## Inspector

Rebecca Hurst

## Full Report

### Information about the setting

The childminder registered in 2008. She lives with her husband and two children in a two bedroom flat in the SE5 area of Southwark. A lounge and bedroom are the main areas used for childminding purposes. There is no outdoor play space but a park is within easy walking distance. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for three children and of these, two children are in the early years age group.

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

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

- support children's language development by working with the parents to find out key words in their home languages to use in everyday activities.

## **Inspection judgements**

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

The childminder promotes the children's learning well and helps them to develop effective skills for their future learning. She uses the children's interests to plan enjoyable and exciting activities for them. The childminder promotes children's next steps in learning successfully to progress them further with their learning and development. The childminder adapts each of the activities so they are meeting the children's individual needs and allowing them to meet their next steps of learning. Her observations and assessments show the children are making a good progress with their learning and development from their starting points. The childminder completes regular assessments on the children and these are shared with the parents so they can see the progress the children are making. Parent's views are also used by the childminder to shape the activities she carries out with them. This helps to provide children with good continuity in their learning.

The childminder is booked on a training course to update her knowledge on the required progress check for children aged two. She is fully aware of her role in completing this check and has started to complete these for the children currently in her care. These are shared with the parents so they can see the progress their children have made. The childminder promotes the areas of learning well to successfully progress the children towards the early learning goals.

The childminder promotes diversity and equal opportunities well overall, through helping children to learn about different festivals and celebrations from around the world. She provides children with books that promote different languages, although, she does not fully promote children's home languages to enhance their communication and language skills as they play.

Children learn new mathematical words such as 'smaller' and 'larger' during a child initiated activity. They become interested in boxes and use their problem-solving skills to work out how to get the smaller boxes out of the larger box. The childminder explains the

sizes of the different boxes to the children and asks them if they can tell which ones were smaller and which ones were larger. Children help one another to work out how to get the boxes out, with some showing others how to tip them up. Children have gained confidence in their own skills to help others due to the caring nature of the childminder. This activity also aids the children's physical development as they manipulate the boxes to stack inside each other.

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

The children play well together and feel safe and secure in the care of the childminder. They regularly share resources and help each other during activities. The childminder explains well to the children about the importance of sharing, which helps the children to fully understand what they need to do. As a result, children behave well. The childminder praises the children well for their good behaviour and for their good work, which builds their self-esteem and their confidence levels.

The children learn about safety well, for example, through practising regular fire drills. This teaches them what to do in an event of an emergency. During outings children are taught about road safety and stranger danger. During everyday activities the childminder teaches children the importance of tidying away resources to prevent trip hazards. This further enhances the children's understanding of how to keep them safe.

Although children do not have direct access to a garden, the childminder makes good use of local play areas and drop in groups to provide the children with resources to enhance their physical development. The childminder teaches the children the affects exercise has on their bodies and talks to them about the importance of resting when they are tired. Currently the parents provide food for the children and the childminder works with them to make sure the food is healthy and nutritious. Children learn the importance of hand washing and hygiene procedures to help protect them from cross infection.

The childminder's organises her resources well to allow children to choose what they would like to play with. They are stored so the children can make free choices enhancing their independence skills. The childminder changes resources around to keep the children motivated and to enable them to continue to learn new things. The childminder works well with the parents to settle the children into her setting. She finds out about children's interests and likes and dislikes. These are then used to plan activities to build the children's confidence. Children are prepared well to get ready for school. For example, the childminder works on their independence skills including getting themselves dressed and putting on their shoes.

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

The childminder has a good understanding of child protection issues and how to safeguard the children when in her care. She is fully aware of her role and responsibilities in helping

to keep children safe from harm. Her regular risk assessments enable her to care for the children in a safe learning environment. The childminder regularly reviews her policies and procedures to make sure she keeps up to date with any changes to legislation. These are shared with the parents so they are fully aware of her legal obligations. These also help to promote children's welfare. All visitors are asked to sign in and out of home, allowing the childminder to be fully aware of who is in her home and at what times. This further enhances the safety of the children.

The childminder understands her responsibilities in meeting the learning and development requirements and effectively monitors each child's progress. She works well with parents and regularly shares their children's progress with them. The childminder evaluates her provision and the educational programme well. She works with the parents to make sure the service she provides is responsive to their needs. The childminder also looks at the needs and interests of the children and plans activities to meet their individual needs. She uses feedback from the parents to shape the activities and services that she provides. Children share their views about what they like to play with and what they would like to learn about. This makes the activities fun and enjoyable for them. The childminder is able to highlight her key strengths and areas she is working on. She looks at the needs of the children and how she can improve their learning experiences. The childminder attends regular training sessions to keep herself up to date with any changes to legislation and how to improve her service for the children. As a result, she promotes effective outcomes for the children.

The childminder works with the local schools the children attend and shares information to make sure the children's needs are being met. The childminder meets regularly with the local network childminders and early years team to evaluate her provision and the care she provides. This enables the childminder to evaluate the quality of care she provides to the children.

### The Childcare Register

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

### 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. 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

|                                   |             |
|-----------------------------------|-------------|
| <b>Unique reference number</b>    | EY380108    |
| <b>Local authority</b>            | Southwark   |
| <b>Inspection number</b>          | 892632      |
| <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>     | 4           |
| <b>Number of children on roll</b> | 3           |
| <b>Name of provider</b>           |             |

|                                    |            |
|------------------------------------|------------|
| <b>Date of previous inspection</b> | 06/10/2009 |
| <b>Telephone number</b>            |            |

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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 that are usually their 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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