

Inspection date

Previous inspection date

12/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children feel safe and secure with the childminder who provides a caring environment where routines are familiar to the children.
- Consistent and clear boundaries are in place and children develop a good understanding of what is acceptable behaviour.
- Health and safety is promoted well by the childminder and children are learning to understand the importance of how to keep them safe

It is not yet outstanding because

- The childminder shares information with parents about their child's ongoing progress but does not always demonstrate children's different stages of development such as through examples of their work and photographs of them engaged in 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
- 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 activities with the children inside the home.
- The inspector spoke with the children at appropriate times throughout the inspection.
- The inspector interacted with the children during the inspection.
- The inspector looked at children's learning journeys, the self-evaluation form and a selection of policies and procedures.

Inspector

Rebecca Hurst

Full Report

Information about the setting

The childminder registered in 2009. She lives with her adult child and two school aged children. They live in a four-bedroom home set out over three floors. Minded children have access to the ground floor living room for play purposes, downstairs toilet and wash facilities, the first floor bathroom and room for rest periods, and the garden. The home is close to all local amenities and good transport links.

The childminder is registered on the Early Years Register and both parts of the Childcare

Register. There are currently three children on roll all in the early year's age range.

What the setting needs to do to improve further

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

- develop further information sharing with parents by, for example, showing them the different stages of development of their child through examples of their work and photographs of them engaged in activities.

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 the seven areas of learning and puts her knowledge into practice by providing good quality activities for the children. The childminder plans activities to meet the children's individual needs and adapts them well for the differing abilities of the children. The childminder completes written observations on the children and uses these to track their progress. The childminder gains information from parents regarding their child's starting points when they start in the provision. This enables her to plan for their learning needs straight away. She talks to parents regularly about their child's ongoing progress. She does not currently use examples of children's work or photographs of children involved in activities to help parents fully understand the different developmental stages their children go through.

Children concentrate well during a threading activity. The children previously painted pasta shapes and used these during the activity. Older children enhanced their hand to eye coordination by threading the elastic through the pasta. The activity was adapted so younger can learn threading by using large wooden blocks on a pole. This allows all children to progress well with their learning and development. The childminder promotes children's language well by using open-ended questions for them to think about what they are doing and they respond well to her.

The childminder uses descriptive words such as longer and shorter and continually talks to children about what is happening to promote their language development. During play with an abacus, the childminder links the colours of the beads to the building blocks the children play with. The childminder praises children well for correctly naming the colours and repeats the names back to the children after their attempts. This helps to enable children to learn the correct pronunciation of them.

Younger children are supported well by the childminder and learn quickly by watching the older children play. Children enjoy snuggling into the childminder for cuddles and the childminder has good eye contact during these times as well as during nappy changing. This allows the children to learn about facial expressions and to build further the bond that is in place.

The childminder has yet to implement the two-year check but is fully aware of what her obligations are. She has plans in place to carry out the development check and already has observations to aid the tracking of the children. The childminder uses her knowledge of the children's development and her observations to plan the next steps in their learning. Children are challenged well in their learning and development, which enables them to make good progress and acquire the skills they will need for their next stage in learning.

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

Children work well together. The older children help the younger ones with their work and guide them with the house rules. Children quickly learn the boundaries in the home and the areas that are unsafe to go into without an adult being present. Given their ages and stages of development they are well behaved. Children learn about safety in the home and how to use toys to prevent themselves and others getting hurt. Floor spaces are kept clear to prevent trip hazards and this allows children who are starting to learn to walk, safe areas to do so.

Children show how they feel safe and secure with the childminder. They happily explore the home and enjoy reassuring cuddles from the childminder when they start to get tired. The childminder knows children's routines well. She uses her good knowledge of their interests to enhance their learning and development. The childminder talks to the children throughout the day explaining what is happening and praises them for their good work. This allows the children to enhance their self-esteem and build on their confidence.

Children settle well into the care of the childminder. She finds out about their likes and dislikes so this can be used to aid their settling in. The childminder talks to the children about healthy lifestyles and the reasons why hand washing is important. Each child has matching coloured toothbrushes and flannels to use to prevent cross contamination. This also allows the children to be aware of which is theirs. Children are encouraged to develop good physical abilities. They have plenty of space to learn new skills, such as walking with a walker. The childminder praises children for their achievements, such as when they walk two steps and this gives children the confidence to persevere in acquiring new skills. Children develop good levels of independence, with the youngest of children helping themselves to their drink when they are thirsty. These procedures contribute well to the children's health and well-being.

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

The childminder has a good understanding of child protection issues. She knows how to safeguard children in her care. The childminder carries out regular risk assessments for both inside the home and for outings to minimise hazards to children. This allows children to play in a safe environment. Regular fire drills also take place and are fully evaluated to make sure the children are aware of what to do in an event of an emergency. The childminder has a clear understanding of the safeguarding and welfare requirements.

The childminder works well with the parents. They share daily information on how the children have been during the day and what they have been doing at weekends. The childminder then uses this information in planning activities to further enhance their learning and development. Currently children have only just started at other settings. The childminder is fully aware of her role in sharing information with others in order to complement children's learning and development.

The childminder carries out regular self-evaluation and includes parents' views to shape the service she provides. She keeps herself up to date with training so it benefits both her and the children. Recent training has included first aid, child protection and observations. The childminder also shares practice issues with other childminders, so gains new ideas to implement into her practice and improve outcomes for children. The childminder is aware of her responsibility in implementing the learning and development requirements. She adapts the activities to the children's interests, as well as their stage of development, which makes them fun and enjoyable. She monitors children's progress carefully and this enables her to plan for their future learning needs. Consequently children make good progress.

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. 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	EY381438
Local authority	Southwark
Inspection number	761100
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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 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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