

Inspection date	19/11/2014
Previous inspection date	13/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 make good progress given their capabilities and starting points. Teaching is good. The childminder uses accurate assessments of children's achievements and progress to inform her planning for each child's individual needs.
- Partnerships with parents and other providers, for example schoolteachers, are a key strength. This provides consistency in children's learning and care.
- Children form close bonds with the childminder. They settle quickly into her setting and develop a strong sense of belonging, well-being and security.
- The childminder fully understands her responsibilities, with secure procedures in place to safeguard children, and ensure their protection.

It is not yet outstanding because

- The childminder does not extend children's creativity and imagination through providing dressing up clothes and items in their role play.

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 spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked all areas of the premises used for childminding and observed the children as they played in the living room.
- The inspector checked the suitability of household members, the childminder's training records and discussed her completed self-evaluation form.
- The inspector looked at a selection of records and documents used to support the childminder's practice.

Inspector

Angela Ramsey

Full report

Information about the setting

The childminder registered in 2010. She lives with her father, adult daughter and two school-aged children in the London Borough of Lewisham. The first floor is the main area used for childminding, with bathroom facilities available on this floor. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, of these; one is in the early years age range.

What the setting needs to do to improve further

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

- increase role-play resources to include dressing up to develop children's creativity and imagination.

Inspection judgements

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

The childminder prepares children well for their move to nursery and school. This is because she has a good knowledge of the areas of learning in the Early Years Foundation Stage, and of how children learn. The childminder gets to know the children in her care well. She tracks and plans for children's learning and development well. At the start of the placement, she gathers information from parents about their children's development, likes, dislikes, interests and routines. As a result, she is able to identify children's care needs and developmental starting points. She uses this information along with her own observations to inform her planning. She has implemented the progress check on two-year-old children. This successfully provides parents with their child's achievements and identifies any learning priorities for them to address. Parents are fully involved in this process and the childminder provides ideas and suggestions of how parents can support their child's learning at home.

Teaching is good. The childminder promotes children's critical thinking and mathematics well. Young children develop an awareness of number names through their enjoyment of singing action rhymes and songs. They experience size and shapes as they figure out which shapes fit into the slots of shape sorters. As children build with construction bricks, the childminder used number language to describe size, such as big and small. During role play, children are able to count play money and use cash registers. These activities help them learn to use numbers for a purpose and recognise shape, size and order. During conversations, children share the number of the bus they need to take to travel from school to the childminder's home. Children lay out wooden bricks and confidently count from one to 20. Children thoroughly enjoy problem solving, therefore, the childminder has

started to introduce simple addition and subtraction to enhance children's confidence in numbers.

The childminder labels her resources in the living room with words and pictures. This enables children to understand that print carries meaning. There are also number and alphabet posters displayed within children's sight. Children look at, point to and comment on the posters. This shows they learn that print and symbols provide information. Although children are able to engage in role play, the childminder does not provide dressing up clothes and items for children to extend their imaginative play and creativity.

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

The childminder promotes children's emotional well-being effectively. Through their interactions with the childminder, it is apparent that they enjoy being in her care. The childminder encourages a settling-in period to help young children form a relationship with her. Children's behaviour is good. As children play, the childminder teaches them the importance of sharing and taking turns. This supports children in forming positive friendships with others. The childminder conducts thorough risk assessments throughout her home and for outings to help keep children safe. Children are actively involved in learning how to keep themselves safe. For example, the childminder practises and records the details of her emergency evacuation procedure with the children.

The childminder fosters children's all round good health well. Before mealtimes, children independently wash their hands. When asked, children know this is 'to wash away the germs'. The childminder cooks healthy balanced home-cooked meals, which supports children's well-being and good health. Children receive good support to develop their independence skills. They display good manners at mealtimes and eat confidently using cutlery. This further supports their social skills. The childminder holds a paediatric first-aid certificate. This enables her to carry out first-aid treatment in an emergency.

The childminder's home is well organised for the children's benefit. Children are able to self-select what they want to play with. The childminder provides opportunities for children to learn about people of different cultures. She has resources depicting equality and diversity, which supports children to learn about difference and diversity.

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

The childminder has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. She recently attended safeguarding training. Through discussion, she demonstrated a good understanding of safeguarding procedures. She knows what to do and who to contact if she has any concerns about a child in her care. The childminder's risk assessments are thorough so that children are safe when at her home and on outings. She keeps children in her sight at all times, and reminds them not to speak to people they do not know. These practices help to safeguard children's welfare.

and safety. The childminder demonstrates a strong commitment to continuous improvement. She has evaluated her service to identify and address areas that require improvement. She is keen to attend further training on childcare initiatives to enhance her childminding service.

The childminder has formed good working relationship with parents. She communicates with them each day to keep them informed about their children's time with her. The childminder has developed good links with the staff of the school the minded children attend. She shares information through regular conversations to maintain children's continuity of care and learning. School staff provide written information and examples of how the childminder can support children's learning to complement what children are doing at school. This promotes consistency in their learning.

Overall, children make good progress in relation to their starting points. The childminder plans a good range of activities and experiences that are fun and present challenge. This prepares children well for the next stage in their future learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY405536
Local authority	Lewisham
Inspection number	979938
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	13/05/2014
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
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M1 2WD

T: 0300 123 4234
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