

Inspection date

31/03/2014

Previous inspection date

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

- The childminder provides a wide range of activities that capture children's interests and build on their existing knowledge and skills. This contributes to the good progress children are making towards the early learning goals.
- Children's language is developing very well; they speak clearly and are able to use a range of vocabulary.
- Children develop strong attachments to the childminder. She is warm, caring and attentive to them, gaining eye contact at their level when talking with them.
- The childminder regularly reflects on her practice and implements changes where necessary to better support children's individual needs.

It is not yet outstanding because

- Children are not exposed to a variety of print outdoors, complementing the indoors, for example, names and labelling of resources to extend their early reading skills.
- The childminder has not fully extended ways in which other settings involve in the children's education can help consolidate their learning.

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 observed activities taking place indoors and outdoors.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parent given by questionnaires.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder lives with her two children, one aged 14 years and the other in her twenties. They live in the London Borough of Lambeth, close to shops, schools and parks. The whole of the childminder's home is used for childminding with the exception of two bedrooms on the first floor. There is a fully enclosed garden for outside play. The childminder has two children on roll. She is registered on the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- create an outdoor environment that shows various examples of text to further support children's early reading skills
- develop partnership working with other settings that children also attend to enhance continuity of care.

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 Early Years Foundation Stage and provides a range of experiences and opportunities to promote children's development in all areas of learning. She provides a wide range of activities that capture children's interests and builds on their existing knowledge and skills. This contributes to the good progress children are making towards the early learning goals. The childminder completes monthly assessments and progress checks for two-year-old children. As a result, children receive a strong grounding in the key skills that they need to be ready for their next stage in learning, such as attending nursery or pre-school. Parents contribute to initial assessments and they are well informed of their children's progress, for example, through the daily diary and the children's records of achievement. Parents are encouraged to support and share relevant information about their children's learning and development at home. These systems help children to settle and involve parents in their children's development and learning while they are with the childminder.

The childminder uses a range of skilful questions and discussions with the children to develop their communication skills. Consequently, children's language is developing very well; they speak clearly and are able to use a range of vocabulary. The childminder responds positively, by repeating words children use and extending what they say, as she carries out the action. For example, as children play with the flash cards and explain what

they are doing with enthusiasm. Although children have access to a variety of prints and books indoors, this does not lend itself to the outdoors. For example, in labelling of resources or name labels providing consistency in the children's learning both in and outdoors. Children show fascination and interest in their surroundings, helping themselves to a variety of toys, which are readily accessible to them. Children focus intently on tasks as they attempt to build a sand castle with the childminder, explaining to the childminder what she needs to do. Children become engaged in preparing tea as they make items of food, for example, cakes, during their imaginative play. This shows a growing sense of independence and self-awareness.

Children are sociable and play happily. They show good levels of cooperation as they listen to the childminder and respond appropriately, talking about a full bucket and an empty bucket, developing their mathematical skills. The organisation of space and resources, along with the childminder's caring nature, creates a warm, welcoming and accessible environment where children learn through play.

The childminder successfully engages parents in their children's learning and development. Parents are encouraged to share information about their children's interests, and the childminder provides information about their child's care needs. However, the childminder does not share or gather information about children's learning from other settings the children attend to enable her to form a well-rounded picture of the child. There is a thoughtful collaboration between parents and the childminder, which provides a nurturing and familiar environment for children.

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

Children develop strong attachments to the childminder. She is warm, caring and attentive to them, gaining eye contact at their level when talking with them. This helps children to form strong bonds. The childminder has gentle settling-in procedures, giving time for children to adjust. As a result, children feel safe to leave their parents to explore their surroundings. The childminder knows the children well and tunes into the children's forms of communication. She spends much of her time playing with the children, which supports the children in developing confidence and positive self-esteem.

The childminder uses lots of photographs of the children. This helps to support their sense of belonging because the childminder clearly values their achievements recorded through the photographs.

The childminder is a good role model. Children behave well, talking and playing with the childminder and each other. Children are happy and confident as they explore and investigate resources independently. As a result, they follow their interests and promote their own learning well. Children learn about safety, for example, they are reminded to be careful on the steps leading to the childminder's garden and use the handrail. Children are beginning to understand the benefits of regular exercise through walking and active play in the garden and at the park. All children's dietary needs are known and they are provided with healthy snacks, nutritious meals, and drinks that are freely available.

Children are supported in developing the skills they will need for school. The childminder encourages them to put on, take off their shoes and washes their hands by themselves, which helps them to become more independent and develop skills for the future.

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

The childminder is very conscious of her duty to protect children in her care at all times and is aware of the procedures she should follow if there are any safeguarding concerns. This helps to ensure children are protected in the setting. She gives high priority to providing a safe environment for children. She completes robust risk assessments and supervises the children appropriately to promote their safety. The childminder implements the learning and development requirements of the Statutory framework for the Early Years Foundation Stage well. She regularly makes good, evaluative observations of children across all areas of learning and uses these to monitor children's progress.

The childminder shows a commitment to continually developing her practice. Since registration, she has grown in confidence and has improved her observation, assessment and planning for children's individual learning. She regularly reflects on her practice and implements changes where necessary to better support children's individual needs.

The childminder has begun to evaluate her practice to identify areas for further development. She spends time building up secure relationships with parents to encourage the constant exchange of information. This results in children's ever-changing needs being continually met as the childminder adapts her practice to meet their specific requirements. Parents are kept fully informed about their children's daily care, activities and progress. They comment favourably about the childminder's provision. One parent states, 'I feel I can trust her in the care of my child; they are happy and experience a stimulating environment.'

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY427012
Local authority	Lambeth
Inspection number	766338
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	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, 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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