

Inspection date

Previous inspection date

15/05/2014

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 interesting activities and experiences, which engage children and support them effectively to make good progress.
- Children receive good support to help them extend their developing communication skills, as the childminder consistently talks to them during activities and routines.
- The childminder has established strong partnerships with parents, which effectively contributes to meeting children's individual needs.
- Children benefit from the praise and encouragement they receive from the childminder. This boosts their confidence and self-esteem.

It is not yet outstanding because

- The childminder does not use snack time routines to enable children to do things for themselves. Therefore, she does not consistently facilitate children's developing self-care skills and independence.
- There are limited multicultural resources in the environment, which means children have fewer opportunities to learn and develop their knowledge and understanding of themselves and others around them.

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 talked to the childminder and the children at appropriate times during the inspection.
- The inspector observed activities and the quality of the childminder's interaction indoors.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector took into account the views of parents through written feedback.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder lives with her husband and their two children aged six and nine years in the London Borough of Greenwich, close to shops, schools, parks and public transport links. The whole of the childminder's home, with the exception of the master bedroom is used for childminding. The childminder has children on roll. She is also registered on the Early Years Register and 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:

- enhance children's independence and self-care skills during everyday routines
- enhance opportunities to support children's learning about themselves and others in their community.

Inspection judgements

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

The childminder has a strong understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children make good progress in their overall learning. She works effectively with parents to gather information about children's interests and their likes and dislikes before they first start and during daily discussions. The childminder assesses children's progress on a regular basis, carefully identifying their interests, levels of development and next steps in learning. She uses this information to provide a stimulating range of relevant activities that enthuse, motivate and engage the children. The childminder shares information about daily care routines and activities with parents on a daily basis through discussion and daily diaries. Parents are able to contribute to their child's learning journeys through the informative and well-presented learning journals, which are shared with parents.

The childminder promotes children's language development and vocabulary well. She talks to them during activities and skilfully questions them to challenge their thinking. She listens carefully to them when they talk, and uses correct terminology to help increase their vocabulary. For example, she talks about how they can make the tower they were building taller. The childminder visit the local library, which helps promote an interest in books and reading. Children enjoy sharing a good variety of play experiences, which help to make links with the real world. This supports them to re-enact past experiences helping them to understand about the world around them.

The childminder supports mathematical development well during play activities. She gets down to the children's level by sitting on the floor with them, which helps her to interact effectively with the children. They count objects and talk about different colours. Children develop their awareness of the local community as they visit the library, play groups and local parks. Children develop their physical skills as they climb and balance on play equipment in the park. They have a good opportunity to explore and toddle around in a well organise and planned space. As a result, children are well supported to develop children's physical coordination and promote their ability to move around freely and explore.

The childminder skilfully encourages children to initiate their own play and provides good levels of support, interaction and intervention as needed. She helps children make connections in their learning and experiences, for example children role-play comforting a baby and feeding them. As a result, learning is meaningful.

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

The childminder provides a welcoming and homely environment. As a result, children are happy and confident in her care. The childminder develops strong relationships with the children and consistently praises their achievements, which further boosts their confidence and promotes their self-esteem and emotional development well. Children are familiar with the daily routines as the childminder talks to them about plans for the day. This helps children to feel secure. The childminder is a good role model as she has a calm, gentle approach. She provides consistent boundaries by talking them through and agreeing what is acceptable with the children. This helps them to develop positive attitudes towards others and respect their needs. However, there are limited multicultural resources in the environment. This means children have fewer opportunities to learn and develop their knowledge and understanding of themselves and others around them. The childminder takes the children to local groups, where they develop relationships with other adults and build friendships with children. As a result, this promotes their social skills. Consequently, children start to develop skills that will help them when they move onto pre-school and school.

The childminder teaches children how to keep themselves safe, through practising fire drills so that they know how to evacuate the building in an emergency. Children become familiar with good hygiene practices to keep themselves healthy. For example, they are aware that they need to clean their hands before eating. Children under two years old are provided with a packed lunch from home as the childminder does not offer meals for this age range. This allows parents to provide for their children's needs and any food tolerance they may have. Fresh drinking water is accessible throughout the day so that children can access it when they are thirsty. However, the childminder does not extend opportunities to develop self-care skills as she does not always encourage children to feed themselves at snack and other mealtimes.

Children have free access to a good range of toys and resources, which are well organised

in labelled containers to promote early literacy skills. This effectively supports children's independence in their choices and play. Children have daily opportunities to experience fresh air and exercise as they go out for walks daily.

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

The childminder has developed a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is very organised in her practice and attends regular training course to update her knowledge and skills. The childminder demonstrates a clear awareness of child protection issues and the procedures to follow should she have a concern about a child in her care. This helps to protect children's welfare. The childminder completes thorough risk assessments on her home and any outings, reviewing these according to children's developing abilities. For instance, the playroom to the kitchen has an appropriate gate fitted. This effectively helps to minimise risks to children's well-being.

The childminder provides parents with clear details on the provision offered to their children. For example, she gives parents copies of her policies and procedures and provides information on the areas of learning. The childminder has plans in place to share information on children's development with other providers they attend and initiates ongoing liaison with them. This promotes continuity in children's learning and development.

The childminder evaluates her practice well and maintains a written self-evaluation document, which accurately identifies strengths and areas for further development in her practice. She uses questionnaires and ongoing discussion to gain parent's views of her provision. She regularly talks to children and observes their responses to activities so that she can use this information when evaluating her practice. She monitors her educational provision effectively, ensuring that she is covering all areas of learning well and is meeting children's individual needs. She assesses children's progress effectively and is able to identify aspects of learning where individual children require additional support. She is then able to plan effectively and work well in partnership with parents and other professionals to support children's progress further. The childminder makes good use of training opportunities to enhance her practice.

The childminder forms effective relationships with parents. Parents' written feedback includes positive comments about the childminder. They report that their children are 'thriving' and they 'adore' the childminder who provides a 'nurturing, creative and loving environment'.

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	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	EY427271
Local authority	Greenwich
Inspection number	765243
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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