

Inspection date

Previous inspection date

22/11/2012

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

- The childminder has high expectations for children and a good awareness of how they learn which ensures each child makes good progress.
- Relationships between the childminder, parents and children are good. Children show a strong sense of belonging and security in the childminder's home. Successful strategies engage all parents in their child's care and learning.
- Children's language development has high priority. The childminder is confident and skilled at extending children's vocabulary in English and their home language.
- Children are safe and well cared for. Well-established routines promote their good health and hygiene.
- The indoor learning environment and the quality of planning and assessment promote stimulating and interesting activities. These develop and build on the skills children need to secure future learning.

It is not yet outstanding because

- Children do not always have sufficient opportunities to experiment and express themselves creatively.
- The range of books and resources are limited to help children value and accept differences in society.

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 in the living room and dining room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at a selection of document including children's records, learning journals, policies, certificates and the childminder's self-evaluation.

Inspector

Pamela Bailey

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives in the London Borough of Lewisham with her husband and their daughter aged 16 months. The whole of the childminder's house is used for childminding. The childminder is open Monday to Friday, from 7.30am to 6pm all year round except for two weeks holidays agreed in advance. She attends local children's groups and takes children to the parks and shops. The childminder currently has three children on roll, all of whom are in the early years age group and attend a variety of

sessions.

What the setting needs to do to improve further

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

- Extend the range of books and resources which represent children's diverse backgrounds, including disabilities
- encourage and support children's creativity to experiment and express themselves through the use of media and materials.

Inspection judgements

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

The childminder supports children's learning and development well. She makes continuous observations and uses her notes to assess children's achievements effectively. These provide detailed information that accurately reflects the children's individual needs. The childminder uses the Development Matters framework to monitor the children's progress. This provides a secure basis to extend and challenge them in their learning at a good pace, and be ready for the next stage in their learning. The childminder works closely with parents to involve them in their child's learning at the setting and at home. She completes the progress check for children at age two-years, sharing her summary with parents and agreeing on key next steps for development.

The childminder demonstrates a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. For the most part, she uses good strategies to support children. Children engage and show lots of enthusiasm for creative activities such as painting. They like to explore colour and notice the changes that occur when mixing the colours together. Children are beginning to show an interest in and describe the texture of things, for example, 'It's melting'. The childminder supports children's responses to the different texture by introducing vocabulary to enable them to talk about their experiences such as 'runny' and 'smooth'. Children get a sense of the texture by applying the paint to their hand. However, painting activities can sometimes be overly adult directed due to the childminder's expectation of the outcome. This limits children's creative processes and the inventive ways, which they experiment with marks.

Children show an interest in numbers, shape and space by arranging objects. They use dominoes to create straight lines and confidently count the number of pieces from 1 to 10.

Tents and tunnels are arranged to create different shapes. Children use their physical skills to shuffle through the tunnel and crawl through the gaps. They have opportunities to compare size. For example, one child is as tall as the tunnel when standing up right. Children know how to operate simple equipment such as interactive music systems to create sounds. They dance making up their own rhythm to the beat. The childminder extends learning by teaching children how to record their music.

The childminder supports children's communication skills particularly well. Children cuddle up with their friends and the childminder to listen to stories. The childminder encourages children to join in by lifting the flaps, identifying characters or to re-tell the story in their own words. Children show much interest in books and freely select their favourite. They look at the pictures and the childminder associates this to what is happening in the children's life. This gives children the opportunity to talk about and express their experiences. Many of the children are bilingual. The childminder consistently uses words and phrases in both English and the children's home language. This enriches all children's understanding of other languages. Children engage in imaginative role-play such as, 'the Doctors surgery'. They act out familiar scenarios which encourages them to think critically and express their imaginary ideas. The childminder labels objects and introduces to new words such as 'stethoscope' to extend children's vocabulary.

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

Children are well equipped with the skills they need to secure future learning. They are happy and sociable, and engage in meaningful play with each other and the childminder. Children are beginning to show an understanding of and cooperate within the boundaries. The childminder has a consistent approach to managing any unwanted behaviour and makes expectations clear. She explains why certain behaviours are not acceptable and encourages good manners such as 'please' and 'thank you'. Children respond positively to the childminder's gentle reminders, guidance and praise.

Children have their own designated play area, which is bright and welcoming, displaying the children's artwork and photographs. There is a selection of posters, pictures and text, which helps to support their recognition of shape, number, letter and other languages. The environment is set up with different areas of activity that cover all seven areas of learning. Children have easy access to the toys and resources which are stored in low level boxes, and labelled with picture and words. However, the range of resources that help to promote children's understanding of differences in society is limited.

Children have plenty of opportunity to develop their independence and learn to take responsibility for keeping themselves safe. Children are able to self-select resources and be responsible for small tasks. They help to tidy up by packing things away, wash up the paint pots and clean the table after use. Children have choices about what they eat at snack and lunchtime. The childminder encourages children to make healthy choices by having a variety of fruits on offer. Children also choose the filling for their pita bread such as humus, cheese, salami, salad vegetables. Fresh drinking water is readily available for children to help themselves and the childminder encourages children to drink plenty.

Children receive positive support to take care of their own personal needs and develop good hygiene practices. The childminder reminds children of why they need to wash their hands before eating. Opportunities for children to visit the park and enjoy walks in the local community, contributes to their good health.

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

The childminder demonstrates a good knowledge and understanding of the welfare, and learning and development requirements. She monitors and reviews the educational programmes well to ensure that they reflect the needs, aptitudes and interest of children. Her system for monitoring children's progress is effective in supporting her to identify any individual children who may be in need of additional support. The childminder has built links with the local authority early years development advisors. This means she is able to access specialist knowledge and advice should the need arise. There are no children attending other early years settings. The childminder is aware of need to share information and work together to support children's care and learning.

Positive relationships with parents contribute to and support children's well-being and development. The childminder provides comprehensive information for parents that keep them well informed about their children's care and learning. Parents have the opportunity to share their views about the childminder's practice through questionnaires. The childminder has implemented a successful self-evaluation system for monitoring and analysing what she does well and what needs to be improved. She is currently redesigning the garden to improve children's access and use of the outdoor play area.

The childminder has a range of written policies and procedures intended to safeguard children and promote their welfare. She demonstrates a good understanding of these and implements them effectively. The childminder is fully aware of child protection issues and knows what to do should she have a concern about a child in her care. The childminder is vigilant about safety and takes positive steps to reduce risks and hazards inside the home. This enables children to play and learn in a safe and secure environment. Regular fire drills help children to become familiar with the procedures in the event of an emergency. There are clear procedures for outings which help to keep children safe.

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	EY445032
Local authority	Lewisham
Inspection number	799333

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

