

Inspection date

Previous inspection date

08/09/2014

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 supports children in developing their knowledge of safe and healthy practices through consistent routines and good explanations.
- Children feel safe and secure as they have developed warm and caring relationships with the childminder.
- The environment is stimulating and children have a good range of toys and equipment to aid learning in all areas of development.

It is not yet outstanding because

- The childminder has not taken the opportunity to fully exploit literacy in the environment to enable children to explore reading and writing in a range of situations.
- Children do not always explore new equipment such as the tee-pee as the childminder does not resource or plan its use effectively to encourage them to explore independently.

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 practice between the childminder and the children and looked at the range of resources.
- The inspector sampled the planning and assessment methods and discussed children's progress in their learning and development with the childminder.
- The inspector looked at the childminder's self-evaluation and discussed ways to drive improvement.
- The inspector gained the views of the parents from the questionnaires used by the childminder.
- The inspector sampled a range of documentation including safeguarding procedures.

Inspector

Justine George

Full report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with another registered childminder in the Royal Borough of Greenwich, close to shops, schools, parks and public transport links. Most of the co-childminder's home is used for childminding, with the exception of the three bedrooms. There is a garden for outdoor play. The childminder currently cares for three children in the early years age group. The childminder supports children who speak English as an additional language, and those children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- effectively plan and resource new areas to encourage children to explore
- further support children's literacy awareness and development, for example by displaying written signs and planning writing experiences in a range of situations, such as out in the garden.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder works with parents to establish their needs and identify where they are at in their stage of development. This enables her to plan for their learning and development effectively. The childminder regularly observes what children can do and identifies where they need support to gain new skills and extend their learning. The childminder discusses this with parents and this helps to provide a consistent approach in helping each child to make progress. The childminder supports children with English as an additional language well. She finds out key words in their home language and uses this with children. Consequently children are making good progress and have developed their use of English language well. This effectively supports them in their transition to nursery and for later life.

The childminder plans different topics for children to explore. Activities cover the different areas of learning to support children in exploring a broad and balanced programme of learning. The everyday environment is child-centred whereby children choose the activities they would like to do, following their interests. Equipment is accessible, which supports children in becoming independent learners.

Children enjoy their time in the childminder's care and they have a good range of toys and equipment. Children enjoy playing with the role-play equipment and know where things are kept. They get plates from the box enabling them to extend their play ideas and develop their imagination. Children explore the kitchen unit, pressing buttons to work the blender or operate the oven, helping them to understand how things work. Children enjoyed acting out various roles. They took orders for lunch or pretended to be the waitress, asking 'what would you like?' Children have paper and pencils and wrote the orders, developing their literacy skills. However, the childminder does not fully exploit opportunities for children extend their literacy skills. This is because she does not present opportunities for writing and reading text in the environment consistently in a range of play situations.

The childminder engaged with children well. She talked with them during play and encouraged them to explore ideas further, asking them 'what are today's specials?' Children very much enjoy the interaction, and repeat this with all the adults. Children explore the different activities on offer. A tee-pee is a new resource, although not well used by children. This is because the childminder has not planned or resourced the area to encourage children to explore it further.

The childminder plans different activities for children to explore. Children investigated soap and water and added tissue paper to make a gloopy substance. Children talked about it being 'sticky' and commented that 'it smells nice'. They used their hands to explore the texture where they squeezed the soap so it oozed through their fingers. As a result, children explored changes to substances and learnt about changes to materials when liquid is added.

Children benefit from the open-planned layout of the home where they access the garden when they choose. Children explore the large space, throwing the Frisbee or running around playing tag. Children push dolls around in the buggy or ride on bicycles enjoying physical exercise. The childminder also takes children on different outings. They use the larger equipment at local parks to provide physical challenge as they learn to move their bodies in different ways. Children have also been to London. They talk about the poppies they saw and remembering the soldiers who fought in the war. As a result, children experience the local and wider community and learn about historical events in ways suited to their understanding.

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

Children feel safe as they have developed secure relationships with others in addition to their family life. The childminder is aware of children's individual needs and routines. This is because she works closely with the parents to share information. The childminder supports children with additional needs. She has devised care plans and liaises with parents to ensure she is fully informed of how to support individual children. As a result, this fosters the children's well-being. Very young children seek cuddles when needed and make their needs known through verbal sounds. The childminder responds to this warmly, recognising when children need help or support. Younger children are also happy to

explore by themselves for short periods, safe in the knowledge that the childminder is close by if needed.

Children are well behaved as they are stimulated. The childminder understands the needs of the children and supports them in taking turns and sharing equipment. The childminder talks with children to help them understand fairness and any conflict is quickly resolved. This supports children in developing respect and their skills for the future. Children show high levels of confidence. This is because the childminder talks about their personal experiences, making them feel valued and unique. The childminder often praises children throughout the day. For example when they help to clear away after messy play or when they get the wipes at changing time.

Children are very well supported in learning safe and healthy practices. Children negotiate the steps safely both indoors and out in the garden, showing that they can manage their personal safety. Children enjoy healthy snacks and choose from the different fresh fruit which they help themselves to throughout the day. Children help themselves to a drink, recognising when they are thirsty, and learning to take care of their own needs. Daily opportunities for fresh air and exercise contribute towards their good health. Children are beginning or are able to manage their personal needs of going to the toilet. They have also developed good hygiene habits as they wash their hands at appropriate times, helping to minimise the spread of germs.

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

The childminder has good knowledge of the learning and development requirements. The needs of all children are met and the childminder works in partnership with parents well. As a result, all adults contribute effectively towards helping children learn and develop.

Parents receive good information about their child on a daily basis. The childminder achieves this using a contact book and regular verbal communication. Parents comment that they are pleased with the levels of communication and feel well informed about their child's day. Parents also write in the contact book about their child's well-being and experiences and learning. The childminder understands the importance of this partnership working and sharing information on order to promote continuity and consistency of care.

The childminder demonstrates good knowledge of the safeguarding and welfare requirements. All of the required documentation is in place which helps the childminder care for children in line with their parents' preferences. Children are safe as the childminder keeps detailed records about who will collect children and their individual needs. The home is safe and secure and the childminder makes effective use of risk assessments to identify risks and minimise accidents. The childminder has attended training in first aid to ensure she knows how to care for children in the event of an accident. The childminder has a range of written policies and procedures which parents can access. This helps all adults understand their role in caring for children, in line with requirements. The childminder has attended child protection safeguarding training and has

good reference materials to refer to in the event of any concerns. As a result, this helps to protect vulnerable children.

The childminder is committed to continually improving the service for children and families. She attends courses and reads materials to help keep her knowledge up to date. She evaluates her practice efficiently to help her identify strengths and areas for improvement. This includes planning experiences to further extend children's learning and interests and reviewing assessment to ensure children continue to make good progress. The childminder works with another childminder and they evaluate training and share ideas in order to improve the service and outcomes for children. For example supporting children and vulnerable families through strong partnership working.

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. 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	EY464328
Local authority	Greenwich
Inspection number	940942
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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, 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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