

Inspection date

04/06/2014

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 creates a caring, kind and friendly environment. This helps children settle quickly, feel at home and happy, as they are secure.
- The childminder teaches and interacts well with children and actively promotes their learning through play. As a result, children are making good progress in their learning and development.
- The childminder extends children's learning experiences and awareness of the wider world through a wide variety of fun and interesting outings.
- The childminder supports children's developing communication and language very effectively.

It is not yet outstanding because

- The childminder has not yet fully formed effective partnership with parents and other settings children attend to provide consistency and continuity in their care and 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 indoors and outdoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from a summary of the childminder's questionnaires and letters.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector discussed childcare practices with the childminder.

Inspector
Marvet Gayle

Full report

Information about the setting

The childminder registered in 2013. She lives with her two children in a flat, which is on two levels in Bermondsey in the London Borough of Southwark. The childminder uses the whole of the first floor for minding and uses local parks for outside play. The flat is accessible via four flights of stairs. There is no lift access.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two children on role. The childminder walks to local schools to take and collect children and attends the local parent/toddler group.

What the setting needs to do to improve further

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

- strengthen current systems to enhance partnership working with parents and other providers working with the children, to provide and support consistency in care and learning for children.

Inspection judgements

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

The childminder has good procedures for settling children in quickly. She spends time with parents finding out their child's likes, dislikes and interests. The childminder uses this information effectively to help establish the children's starting points to support their learning. As a result, children show a strong sense of belonging when they arrive at the childminder's home. The childminder has good observation and assessment systems that enable her to see if children are achieving as expected. She successfully identifies learning priorities for each child and narrows any gaps in their learning, by providing tailored support to help them progress.

The childminder plans and provides activities that meet children's learning needs and cover all areas of learning. As children play with challenging toys, the childminder takes opportunities to teach and encourage them. For example, she competently helps children develop good mathematical skills. They confidently count, match and sort pictures as they put puzzles together, and they talk about colours and shapes. The childminder provides good opportunities to enable children to develop literacy skills as they use paint to write their name on their picture. Children show they are confident speakers as they respond to the childminder's gentle questioning. They clearly express their thoughts about what they are doing and ask the childminder questions, wanting to know the name of what two colours are when mixed together. The childminder encourages children's movement. For

example, children enjoy playing outside in the local play area with bats and a ball as they play a range of games that require children to move in different ways. The childminder uses the resources well to promote and extend children's individual learning. There are a good range of small play figures for children to expand their imagination and recreate different stories and scenarios, helping them to make links with the real world.

The childminder keeps parents well informed about their children's progress. There are formal assessments and verbal discussions. The childminder consistently shares the learning records and her termly summary of children's progress across all areas of learning with parents. This ensures the childminder keeps parents up to date with their children's learning and development. She informs parents of the learning priorities she has identified for individual children. However, the childminder has not yet fully formed an effective partnership with parents and other settings children attend. Consequently, she does not gather information to provide consistency and continuity in their care and learning. For example, making sure she reflects children's current interests at home and at nursery in her planning.

The childminder plans trips out during the week, such as childminder drop in groups or toddler groups, where children can socialise and play with other children. The childminder promotes children's mathematical development as they enthusiastically take part in different games and play. For example, counting steps as they walk up and down the stairs. Children learn about simple addition and develop early problem solving skills. The support and teaching that children receive helps ensure they develop the skills they need for their future learning.

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

The childminder creates a homely environment for children. She is caring, supportive and actively promotes children's emotional well-being. As a result, children form strong emotional attachments with her. They like to sit and take part in different activities with her, such as completing puzzles. Children enjoy playing with her as well as playing independently. They show good levels of confidence and a strong sense of security as they approach other adults. Children show curiosity and interest in their world. She also provides activities where children develop a good awareness of the need to value diversity. The childminder successfully prepares children for moving on to schools and other settings.

Children explore and investigate freely and engage others in their play. The childminder helps them develop good social skills and manages their behaviour through careful explanation and modelling the expected behaviour effectively. For example, waiting, taking turns and listening to each other, as a result, children behave well and willingly share resources. The childminder provides a good range of safe, clean and stimulating resources. The good quality resources are easily accessible to children, helping them to become independent learners.

The childminder promotes children's health well. Children enjoy daily exercise and active

play in local parks and groups. She carries out careful risk assessment daily, both indoors and for each outing, to ensure children are safe. The childminder provides a wide range of resources and equipment to help children develop good physical skills and coordination. She also uses outings effectively to help children develop a sound awareness of how to stay safe.

The childminder encourages a healthy lifestyle by providing freshly prepared and cook meals for children. She allows children to prepare their snacks by choosing and chopping their own fresh fruit. This helps children to enhance their independence, self-help skills and develop important skills for the future. They adopt good personal hygiene routines, such as washing their hands before and after eating. The childminder carries out appropriate hygiene practices, she regularly cleans the toys and play equipment. She also removes any broken toys and this helps to keep children safe.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and meets them successfully. She maintains all the required documentation that helps support children's safety and welfare. The childminder has recently completed safeguarding training, as a result, she has an up to date knowledge of how to identify and report any possible child protection concerns. The childminder maintains a secure home and ensures that other adults do not have access to children unsupervised. She carries out daily safety checks and risk assessments that help promote children's safety.

The childminder effectively reviews and evaluates her childcare practices and the educational programme. She makes good use of her assessments to identify whether children are enjoying and achieving as a result of being in her care. The childminder actively seeks the views of children and parents to help improve her service.

The childminder is very confident in explaining how and what children learn from each activity. She also describes how she regularly identifies appropriate next steps for their progress and provides appropriate activities to support their ongoing learning. In addition, the childminder shares photographs and engages in daily discussion with parents. In turn, this contributes to meeting individual children's needs. The childminder shows a strong commitment to the continuous development of her practices, knowledge and skills. For example, she is in the process of completing her level three qualifications in childcare. She has also had good input from the local authority. Their visits have helped her reflect on her practices and produce well-focused action plans. As a result, helping her to make very good improvements to her provision, this benefits children.

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	EY465384
Local authority	Southwark
Inspection number	948238
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	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

