

Inspection date	30/04/2013
Previous inspection date	26/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a stimulating learning environment that is well organised. Available toys and resources are of high quality and activities reflect all areas of learning. As a result, children are making good progress in their learning and development.
- Children have good relationships with each other and the childminder and co childminder. They are supported well in following their own interests and are purposefully engaged in play.
- Effective systems are in place to promote consistency between children's learning at home and with the childminder.

It is not yet good because

- Children have fewer opportunities to sing songs and use words that reflect their language used at home, to support language development fully.

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 in the childminders home and outside play area.
- The inspector had discussions with the childminder and co-childminder.
- The inspector undertook joint observations with the childminder and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

The childminder was registered in October 2005. She lives in a ground floor flat in the East Dulwich area of the London Borough of Southwark. Children have access to all areas of the home and an enclosed outside play area. The whole of the ground floor and the living room on the first floor are used for childminding purposes. There is a garden available for outdoor play. The childminder works with her sister who is also a registered childminder. The childminder currently has four children on roll in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds a relevant qualification at level 3.

What the setting needs to do to improve further

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

- introduce dual language books that match the languages spoken by families whose children attend the setting and ask parents to share information about greetings and songs in their home languages, so the childminder can use these to make children feel at home and to support their language development further.

Inspection judgements

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

The childminder provides a good balance of learning opportunities that promote all areas of learning. Children's progress is monitored effectively as the childminder makes observations that are linked to the areas of learning. The childminder accurately identifies children's learning priorities and uses this information to plan activities that relate to their interests and needs. In addition, the childminder takes photos and keeps samples of children's art work to show their progress over time. Strong partnerships with parents ensure they work together to extend children's learning. For example, parents provide information about their children when they begin; this communication provides a starting point for children's learning. Children choose toys or books to take home each week so that their parents can support them in following their interests at home. This consolidated approach means that children's learning is promoted well. As a result, children are making good progress in all areas of learning.

Children's language skills are successfully enhanced as the childminder talks to them about what they are doing during play. She engages children in fun games that help them to extend their vocabularies. For example, they plays games where the childminder shows

pictures of foods and children then find the play-food that matches the picture. They also talk about the foods together. Children enjoy stories with the childminder and also use books independently. However, they have not yet been introduced to books that reflect their home languages. Children play imaginatively in the playhouse in the garden. They re-enact real life experiences as they pretend to cook foods and push along the dolls in their buggies. Children are developing good maths skills. They persevere as they complete puzzles with lots of encouragement from the childminder. They solve problems as they fit the pieces of the train track together and then count the trains with the childminder.

Children use a variety of accessories and enjoy exploring the movement of the water in the water tray. They participate in a board range of creative activities which enable them to explore colour and texture. For example, they enjoy playing with cornflour and making pictures with paints and collage. Children learn about the world around them through frequent outings to children's groups in the local community. Children also have good opportunities to play in larger groups as they join up with other childminders children on a regular basis. This enables them to develop their social skills. Children are supported well as the childminder provides a good range of activities that relate to children's ages and stages of development. They enjoy play activities which they have chosen for themselves and adult-led activities during indoor and outside play that promote all areas of learning. As a result, they are supported well in preparation for their next stage of learning.

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

Children have good relationships with each other and both childminders. They show confidence as they move freely, making choices during play. Children are happy and settled in the childminder's care. They enjoy lots of cuddles and hugs and snuggle in while enjoying books together. This helps children to feel safe and secure in the childminder's care. The childminder works closely with parents to settle in new children. She finds out about children's individual care needs and routines so that consistency of care is promoted effectively, although she does not do all possible to gain helpful words in children's home languages where these are different to English, such as words of greeting, to show clearly that everyone's backgrounds are valued.

Children develop their physical skills effectively during indoor and outside play. For example, they now have plenty of play space to practise their walking skills while using push along toys. They use a variety of wheeled toys in the garden and enjoy climbing in and out of the tent in the living room. Children benefit from the well organised outside play area that has decked flooring, a play house and a broad range of activities that promote all areas of learning effectively. This area has been improved recently as a result of actions set by Ofsted because it contained items that were deemed a hazard to children's safety. As a result, children now choose to spend a lot of time outside gaining fresh air and exercise that promotes their good health.

Children are offered a healthy diet of home cooked foods, including lots of fresh fruit and vegetables. Children follow effective daily routines that help them learn about good hygiene practice. The childminder shows now shows high regard to maintaining good

hygiene standards at all times. Again, her practice has improved as a result of actions set by Ofsted at the beginning of this year.

Children are supported well in developing their social skills as they all sit and eat together at meal times with the childminders. They benefit from the relaxed family atmosphere and talk about the foods they like to eat. Good systems are in place to help prepare children for their next stage of learning. For example, the childminder encourages children's independence as learners along with their self-care skills. Children are very well behaved. They benefit from lots of support and clear directions from the childminder. These explanations help them to learn about expectations for their behaviour; for example, they respond well to daily routines and help to tidy away toys after use. Children are developing their understanding of how to stay safe. They learn about road safety during outings and participate in regular fire drills so that they know what to do in an emergency.

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

The inspection was brought forward following Ofsted giving a Notice to improve earlier this year. This notice set the childminder several actions to complete in order to meet requirements. These actions related to improving risk assessment owing to hazards to children's safety being found both in the garden and indoor areas and to make sure the premises are secure. Further actions were to keep accurate records and dispose of nappies hygienically. The childminder has since taken prompt action to minimise any hazards or risks to children, both indoors and outside, as well as securing her premises. She has completely refurbished the garden so that it is now divided into two separate gardens and provides a useful outdoor space for children's play. This enables children to play safely in an enclosed outside play area. In addition, the childminder has updated her methods of recording risk assessments relating to the home and any outings. She has also improved her hygiene procedures by providing a bin specifically for the hygienic disposal of nappies. Improvements have been made regarding the methods of recording children's attendance, so that these records are accurately maintained, as required. Overall, the childminder has demonstrated strong determination to improve since the Notice to improve was issued. The childminder now has good systems in place to help safeguard children.

The childminder understands how to protect children's welfare because she has attended training in regard to child protection and keeps relevant information easily accessible. This means that she can take prompt action if she has any concerns regarding children's welfare. The childminder has devised a range of policies and procedures that promote children's safety and well-being. Good partnerships are established with the local authority as the childminder works closely with the childminding coordinator and regularly attends groups at the local Children's Centre. This enables her to keep up to date with current practice.

The childminder shows regard to evaluating the quality of her service. She now highlights her strengths and areas for development, although several weaknesses relating to

requirements were overlooked before Ofsted's visit. The childminder now shows a commitment to developing her understanding of childcare as she regularly attends a broad range of training courses. Effective partnerships with parents ensure information is shared on a daily basis. Parents are kept well informed about their children's progress and all events of the day. The childminder ensures communication is effective; this includes sending emails of information and updates to any policies and procedures, for example.

Children are now provided with a welcoming learning environment outdoors as well as in, that is safe and very well organised to reflect the required areas of learning. Children make choices from a broad range of toys and resources that are stored at low level. The childminder has a good range of child sized furniture and equipment to support children's physical care needs. All toys and equipment are of good quality and well maintained. The childminder successfully promotes children's learning and development. She provides well planned activities and outings that meet children's individual learning needs effectively.

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 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 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	EY314244
Local authority	Southwark
Inspection number	911239
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/02/2010
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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