

Inspection date	09/10/2013
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 has a very secure knowledge and understanding of how children learn and confidently applies this in practice. This helps each child to make the best possible progress.
- The childminder is well organised and makes good use of the time children attend. As a result, children participate in a good range of activities and outings that reflect all areas of learning.
- Children play and learn in a safe and secure environment, and display a strong sense of belonging in the childminder's home.
- The childminder works closely with parents and other professionals who care for children. These supportive partnerships help children to make good progress in their learning and development.

It is not yet outstanding because

- There are fewer activities and resources to increase children's knowledge and understanding of the diverse world in which they live to reflect people's similarities and differences.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, and a selection of the childminder's policies and records.
- The inspector accompanied the childminder to collect the children from school and on a trip to the park.
- The inspector and childminder conducted a tour of the premises.

Inspector

Pamela Bailey

Full Report

Information about the setting

The childminder registered in 2013 on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her two children in the Royal Borough of Greenwich, close to shops, schools, parks and public transport links. The whole of the childminder's home is available for childminding. There is one child on roll in the early years age group. The childminder regularly attends the local children's groups and takes children to the local parks. She collects children from the local school.

What the setting needs to do to improve further

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

- increase children's knowledge and understanding of the diverse world in which they live through rich and varied resources and activities that reflect peoples similarities and differences.

Inspection judgements

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

The childminder has a very secure knowledge of child development and fully understands how children learn through their play. As a result, children receive positive support to make good progress towards the early learning goals. Partnership working with parents to meet children's developmental needs is highly effective. The childminder knows the children well because she gathers detailed information about each child's routines, needs and abilities from parents when children are new and settling in. The childminder regularly makes ongoing observational assessments and monitor children's abilities and achievements. This helps her to identify the next stage in their learning, and plan suitably challenging activities and play experiences to meet the individual developmental needs of each child.

Children have an enjoyable time in the childminder's care. Her enthusiastic manner engages children in their play, encouraging them to explore and to be active learners. The childminder provides a good balance of child-led and adult-initiated play experiences to support their learning. Children are busy and show great enthusiasm as they explore the outdoor environment to collect objects for their 'Autumn project'. They are supported and encouraged by the childminder to talk about the different size leaves, sticks, feathers and twigs that they find on the 'bear hunt' through the park. Children make leaps in their communication and language because the childminder supports their learning very well. She talks to children, asking them questions, which require them to think before they

respond. For example, they discuss the changes in the colour of the leaves that have fallen from the trees, where the features come from, the different types of trees that produce conkers and acorns and why conkers have a prickly coat. Children engage in lively chatter as they excitedly talk about what interests them, their experiences and ideas. For example, they play around with words such as giant and enormous to create a new word 'gi-normous'. The children count the chalk drawing of 'bear paws' as they walk through the park. Each time they reach a 'bear paw' they have to recall how many they have already counted before adding the next number. The childminder is skilled at helping children to learn about letters and sounds in an exciting way. The children are learning about the letter 'L'. They find sticks and twigs that look like the letter 'L' and practice the sound that it makes. Children sing songs using letter sounds; identify the letter relating to the sounds and think of names and words with the same letter in it. Children label their artwork with their name and enjoy looking at books. This promotes children's early reading and writing skills well.

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

Children benefit from a gradual settling-in process. This helps them to feel secure in the childminder's care and be able to embrace new situations in their life with confidence. The childminder completes a personalised settling-in programme, which is adapted to meet each child's needs and those of their parents. She makes sure that she finds out about children's preferences and their daily routines by gathering clear and concise information from parents, and works hard to provide a positive and relaxed experience for children. The childminder acts as a good role model and builds children's self-esteem and confidence through positive reinforcement, praise and encouragement. This supports children's all-round development and emotional well-being. Children have close bonds with the childminder and develop a strong sense of belonging. They behave well, and are confident and self-assured in the childminding environment. The childminder organises her home so that it is child enabling. She promotes children's independence skills as she arranges a broad range of quality resources so they are easily accessible, supporting children to make choices in their play. However, there are fewer toys and activities for children to help them to understand about people's differing abilities, cultures and ethnicities.

Children are learning how to stay safe inside and outside the home. The childminder regularly practices emergency evacuation with the children. This helps them to learn how to leave the premises quickly and safely in an emergency. There are clear procedures for outings. The children demonstrate a secure understanding about road safety when they go out. For example, the children stop, look and listen. They imitate the sounds of a pelican crossing when it is safe to cross by making beeping sounds as they cross the road. The childminder helps children gain a good awareness of keeping themselves safe as she explains the dangers of poisonous berries, wild mushrooms and sticking nettles that grow in the park.

Children are learning how to stay healthy and are developing a positive attitude to a

healthy lifestyle. They learn about healthy diets and the benefits of eating nutritious foods. Children receive a healthy, balanced diet with food freshly prepared each day. Planned cooking activities using healthy ingredients help children understand what constitutes a healthy diet. They love making pizzas using a range of healthy toppings or being actively involved in cutting up the fruit for a fruit salad. The childminder has begun growing some produce in her allotment with the children. This helps children to develop a good understanding of where their fruit and vegetables come from. Children adopt healthy hygiene practices and are learning about the importance of personal care routines. For example, they know they must wash their hands prior to preparing foods and discuss the reasons why. Children are physically active. The childminder incorporates daily outdoor play and the exploration of the local community into her planning and daily routine. This means that children get plenty of fresh air and exercise, which promotes a healthy lifestyle. Children engage in a range of physical play activities through daily visits to the park. Children regularly access challenging climbing apparatus, slides and the larger open spaces to freely run around.

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

The childminder promotes children's welfare and learning with success because her knowledge of the Early Years Foundation Stage is strong. The childminder has a secure understanding of child protection issues. She shares her well-written comprehensive safeguarding children policy with parents, and this guides her in her practice. Children enjoy their play in a safe and secure environment because the childminder shows high regard to promoting children's safety. Visual checks of the premises alongside thorough written risk assessments help to ensure that she identifies potential hazards, and takes appropriate steps to minimise them. Effective daily routines and the childminder's own good practice prevents the spread of infection and promotes children's health well.

The childminder has a clear understanding of her responsibilities in relation to the learning and development requirements. Parents contribute to their child's initial assessment and the childminder carefully monitors children's progress. The childminder supports parent's involvement in their children's learning. She understands the benefits of working with other early years settings to support individual children's progression, continuity of learning and care. The childminder has secure links with the local school that children attend. This well-established three-way partnership between the childminder, parent and the teacher ensures that all parties have a clear understanding of the children's achievements and next steps in learning. In addition to this, appropriate targets are set to ensure that children receive support to develop the fundamental skills required for future learning, given their age, ability and starting points.

The childminder demonstrates a strong drive for improvement. She holds an early years childcare qualification at level 3. She is keen to continue to develop her practice through training. She has undertaken a variety of short courses and workshops and has identified further courses, which she is to complete in the near future. This will help her to extend and enhance her skills to enable her to continue to effectively support children's care and

learning.

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	EY461326
Local authority	Greenwich
Inspection number	913627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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

