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|--------------------------|----------------|
| <b>Inspection date</b>   | 11/12/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |                |
|--|-------------------------|----------------|
|  | Previous inspection:    | 2              |
|  |                         | 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 skillfully engages and involves children in stimulating activities.
- The childminder uses good questioning skills to help children think and respond as they develop their communication and language skills.
- The childminder has very good settling in procedures so children are secure and happy and are well motivated to play and learn.
- The childminder develops effective partnerships with parents and other providers in order to identify all children's needs and help them progress in their learning and development.

#### **It is not yet outstanding because**

- The childminder misses opportunities to further extend children's early reading skills.

## 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 viewed some of the childminder's records and documents, including a sample of policies and children's records.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector spent time with the childminder observing her and the child she was caring for.
- Safeguarding was discussed with the childminder and her policy sampled.

## Inspector

Pamela Paisley

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Deptford located close to parks, schools and local transport links. The whole ground floor of the childminder's home is available for childminding. There is a fully enclosed garden available for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll in the early years age group.

### What the setting needs to do to improve further

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

- further extend children's early reading skills through using print and labelling familiar items in the environment to help children in making choices in their play.

### Inspection judgements

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

The childminder uses her knowledge and understanding of the Early Years Foundation Stage well. She plans and provides stimulating experiences around the interests of the children, incorporating all areas of learning. The childminder uses an effective teaching approach to ensure that children are fully supported to develop a positive attitude to learning. The childminder provides an environment where children have good opportunities to take part in a wide variety of motivating activities. This contributes to them making good progress in their learning and development. The childminder works closely with parents to ensure that children settle well in her setting. She gathers information from them regarding children's starting points and capabilities to ensure she meets their individual needs effectively. This also encourages parents to keep the childminder informed about how they support their children's learning at home. The childminder uses observations and assessments skilfully to ensure that she tailors activities to meet each child's needs. Information gained is used effectively to identify and plan for children's next steps of learning.

Children's communication and language development are supported well by the childminder. For example, when reading stories to the children she skilfully uses questions to encourage children to tell her about the characters in books. Children are beginning to name animals and other objects that they recognise. They thoroughly enjoy predicting what will happen next in their favourite stories. The childminder regularly takes children to the local library so they can choose their own books. This helps to encourage their growing interest in literacy. However, there are few labels, pictures or object templates in the environment to help extend children's understanding that words and print carry

meaning to help them identify where things belong when tidying up and selecting toys of their choice.

Children are gaining good social skills. They regularly meet up with friends during the week and go to various toddlers groups where they can mix with other children of a similar age. Children are gaining good mathematical skills. For example, the childminder provides opportunities for children to play number and colour matching games. As a result of good quality teaching by the childminder, children are beginning to learn number names, recognise shapes and match same colour objects together. Overall, they are developing good skills for their future learning.

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

The childminder provides a calm and welcoming environment. Children are happy and settled and enjoy their time at the setting. The childminder's home is organised well with a wide range of good quality play materials and equipment. Resources are arranged to promote independence and meet the needs of all children in her care. As a result, children are confident in making their own choices about toys and play materials they want to play with. The childminder helps children feel good about themselves by providing positive support, praise and encouragement. As a result, children behave well and have a good understanding about the importance of sharing and taking turns. The childminder ensures that she listens to and values what children say. She encourages children to talk about what they are learning and allows them to initiate their own activities. This helps to build children's self-esteem. Effective settling-in procedures ease the transition from home into the childminder's care. The childminder gathers information from parents regarding their children's home routines, such as sleep patterns, interests, likes and dislikes. This enables her to help children settle in her care at their own pace.

Children go on regular outings to parks and soft play areas. This supports their understanding of the importance of physical exercise. They enjoy crawling through tunnels and the use of slides and climbing frames. Children take part in regular music and movement sessions which encourage them to stay active and healthy. They are beginning to understand that they need to wash their hands before meal times to prevent germs and are becoming independent in their personal care. The childminder helps children to learn the importance of adopting healthy eating habits through providing nutritious meals and snacks. The childminder involves the children in menu planning. For example she encourages them to choose their own fruit at snack time and children thoroughly enjoy helping to measure out ingredients for lunch. This helps to reinforce their understanding of the importance of healthy eating. Children's understanding about keeping themselves safe is constantly promoted through the childminder's calm and clear explanations, practising road safety and emergency evacuation routines. Children are fully supported during their transition to school. The childminder ensures that she provides more adult-led activities and encourages children to put on their own shoes and coats and provides opportunities for children to practise reading and writing skills. This ensures that children are emotionally secure and ready for their next stage of learning.

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

The childminder fulfils her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. There are well maintained policies and procedures in place. The childminder shares them with parents to keep them updated about the service she provides. The childminder has a good understanding of how to safeguard children and recognises that this is her first priority. She is aware of the correct procedure to follow should she have any concerns about a child in her care. The childminder conducts thorough risk assessments to help her ensure children's safety in her home and on outings. She has put in place effective safety devices throughout the premises to protect children from potential dangers. The childminder has a good understanding of the learning and development requirements. She regularly monitors children's development to ensure that she has an accurate understanding of their abilities, skills and progress.

The childminder shows a firm commitment to developing her practice and skills by evaluating what she does and identifying areas to enhance. The childminder intends to further develop her child care knowledge and skills by attending relevant training courses. There are good partnerships with parents. The childminder meets with them on a daily basis to give them feedback on their children's day including their well-being. She keeps parents informed about the type of experiences and activities she provides through the use of a daily journal and photographs. Parents have commented that they are happy with service the childminder provides. They feel that their children have settled well in her care and enjoy attending the setting. The childminder is committed to developing effective links with the school where her minded children have started to attend, to help them make good and continued progress in their 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 | 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY461897       |
| <b>Local authority</b>             | Lewisham       |
| <b>Inspection number</b>           | 921546         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 5              |
| <b>Number of children on roll</b>  | 2              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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