

Inspection date	19/09/2012
Previous inspection date	11/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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 are happy and have formed secure attachments with the childminder, which supports their well-being and welfare.
- Partnerships with parents are friendly and well established. Parents receive a daily exchange of information about their child's well-being and experiences.
- The childminder has successfully addressed the actions and recommendations set during her last inspection, which has resulted in improvements in both the learning and development and the safeguarding and welfare requirements.

It is not yet good because

- Weaknesses in the delivery of the educational programme, result in some children's acquisition of communication and language skills not being fully supported. As a result, some children are not given fully efficient opportunities to develop their speech.
- The planning and assessment of children's learning and development is not always fully efficient in relation to children's next stages of learning. This results in a lack of fully stimulating and challenging experiences and activities based on children's individual abilities and progress.
- Strategies for fostering children's understanding of managing feelings and behaviour are not always fully successful, which means children do not always receive clear guidance about what is acceptable behaviour.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 majority of the inspection was spent in the dining room/play area observing/talking to the childminder and children. Observations also took place in the outside learning environment (garden).
- The inspector sampled children's information and development records.
- Ongoing discussions and observations took place with the childminder throughout the visit. Safeguarding was discussed with the childminder and written policies viewed (see details in improvements section).
- One parent was present and spoken to as part of the inspection process.

Inspector

Sandra Jeffrey

Full Report

Information about the setting

The childminder registered in 1996. She lives with her three adult children and teenage child in Beckenham, in the London Borough of Bromley. The whole ground floor of the childminder's house is used for minding and there is a garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory

parts of the Childcare Register. There are currently four children in the early year's age group on roll, all of whom attend on a part-time basis. The childminder also cares for older children and supports children with English as an additional language. The childminder walks to local schools and preschools to take and collect children and attends the local parent/toddler group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve the educational programme in relation to supporting children's communication and language development by developing activities and experiences to support young children's speech development

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

- Continue to develop knowledge and understanding of the revised Early Years Foundation Stage framework, in order to develop greater skills to provide a more stimulating and challenging educational programme in support of children's next stages of learning.
- Consider ways to further improve children's personal, social and emotional development; in relation to children's understanding of managing feelings and behaviour.

Inspection judgements

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

Children make satisfactory progress overall in their learning and development in relation to their individual starting points and capabilities. The childminder is caring and attentive and endeavours to meet the needs of the children. As such, she organises a generally sufficient educational programme to meet their learning and development needs. Improvements in the organisation of the setting since the last inspection have enhanced the environment and accessibility of the toys and resources, thereby improving the available space for the children to play within. Additional toys and materials are accessible in clear boxes within a storage cupboard, enabling a degree of independence and choice for the children in their selection. Children have easy access to a suitable selection of books which are stored at low level.

Whilst the childminder has identified and is sensitive to areas of development where children require additional support, she has not introduced fully robust measures to assist children in their progression. For example, children who require additional support with

their communication and language development do not have a fully effective individual educational programme in place in relation to expanding and extending their speech. Although the childminder has spoken to children's parents about speech progression, she has yet to introduce efficient planning to enhance children's opportunities to broaden their vocabulary by using a variety of strategies, such as by using repetitive phrases and modelling sentences. Children enjoy art and craft activities such as cutting and sticking. Older children are given opportunities to practice their early writing skills in preparation for school and write recognisable letters including their names and simple sentences.

The childminder has attended updated training in relation to the revised Early Years Foundation Stage framework. This has given her a greater understanding of the requirements in order to help her more effectively meet the needs of the children in her care. In addition, she has also attended training in relation to observation and assessment systems and is developing her own skills in order to give greater consideration to children's individual next steps. This is still in its early stages and does not as yet fully support effective monitoring of children's achievements, based on their individual abilities. As a result, activities and experiences provided are not always sufficiently challenging or stimulating.

The childminder is in the process of adapting her assessment systems to reflect the new prime and specific areas of learning, with the assistance of an early years support worker. She is also aware of the need to introduce the two year progress check, where applicable.

Children enjoy playing with push along cars and buggies, skilfully manoeuvring these around the setting and developing their physical skills. They have access to a secure garden, where improvements in the use of outdoor play equipment help to promote their safety. They also benefit from trips to other settings, including the local children's centre and parks. These enable them to meet and socialise with other children and have access to a greater selection of toys and resources.

Children receive encouragement and praise for their learning and achievements. For example, they attempt to put the leg back on a chair that has fallen off, demonstrating intense concentration skills and perseverance in their problem solving. This in turn encourages their motivation to learn and to explore.

Partnerships with parents are welcoming and well established. Parents spoken to during the inspection process confirmed that they are happy with the service provided and receive daily information from the childminder in relation to their children's well-being and progress. Effective links with other providers involved in the care of children are also in place and contribute to meeting the individual needs of the children.

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

Children are happy and enter the setting with confidence and excitement. They immediately settle and play with the toys the childminder has made available for them. They display a sense of belonging and have evidently formed close bonds with the

childminder, which fosters their emotional well-being and helps them feel secure. The childminder is attentive to their care need, she changes nappies regularly, particularly for children who have sensitive skin, therefore helping to ensure children are comfortable and clean. Children receive regular reminders to have a drink and children's specific dietary needs are met in consultation with parents.

Children behave well in the main and generally play cooperatively together, for example when running up and down the hallway, laughing and giggling as they try to catch each other. Younger children receive support and guidance to enable them to begin to understand about respecting each others feelings and the need to share and take turns. This is not, however, always fully successful and as a result there are occasional conflicts between the children when they become frustrated.

Children are active and benefit from regular exercise. Their physical development is supported by use of the garden, and its modest selection of outdoor play equipment and regular trips to local parks and the children's centre. These experiences enable children to develop their co-ordination in both their large and small movements, whilst enjoying the fresh air and differing environments. Suitable sleeping arrangements are in place enabling children to have undisturbed rest in safety. Children's behaviour shows that they feel safe within the setting and in the care of the childminder, who they respond to positively. Children receive support in their understanding of keeping themselves safe. For example, they are reminded to be careful when running in the hallway.

The childminder now ensures that relevant permission is requested from parents in relation to seeking emergency medical advice and/or treatment. This is following an action raised during the previous inspection and results in improvements in the children's welfare.

Children have access to a satisfactory range of toys and activities that are safe, suitable for use and provide adequate challenge and interest overall. In addition, the childminder is aware of the importance of supporting older children in their readiness for the next stage in their development and offers satisfactory support in their transitions, when starting nursery and/or school.

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

The childminder demonstrates a satisfactory understanding of her responsibilities in relation to meeting the learning and development requirements. She assess children's learning, but is not always efficient in this process, which results in some experiences not being sufficiently challenging or fully matching children's needs. Overall, she implements some successful educational experiences for the children, enabling them to make sound progress in their development and progression to the early learning goals.

She is steadfast in her desire to improve the service she provides. As such has ensured attendance on relevant training in order to further develop her knowledge and

understanding of the revised Early Years Foundation Stage framework and related courses.

In addition, the childminder has also met all actions and recommendations set as a result of her previous inspection in full in the main. These improvements reflect her commitment to continuous improvement and her drive to enhance outcomes for the children in her care.

The childminder demonstrates a satisfactory understanding of the safeguarding and welfare requirements. Improvements include the implementation of a suitable safeguarding policy and procedure which complies with the procedures of the Local Safeguarding Children's Board (LSCB), the implementation of a suitable procedure in the event of a child being lost or uncollected and the implementation of a policy on equality of opportunities. The setting up of these required policies and procedures, which have all been shared with parents, helps to underpin the service and improve the welfare of the children.

Additionally, the implementation of more effective risk assessments and improvements in relation to the information obtained from parents in support of meeting the individual needs of the children, have all also improved the organisation of the setting and therefore the service that the children and their families receive. Parents now also receive information of the procedure to follow if they have a complaint.

Overall practice is generally sound, the childminder employs increasingly successful self-evaluation and monitoring of the service she provides. This enables her to set herself achievable challenges in order to bring about improvements in her provision. She consults with parents in order to ascertain their views and takes account of children's individual likes and interests to enable her to adapt the service in respect of their requirements and wishes. She is addressing weaknesses highlighted during her previous inspection and is continuing to extend her knowledge and understanding, thereby helping her to secure an improvement plan, which over time, supports the needs of the range of children who attend.

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. 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	136692
Local authority	Bromley
Inspection number	760583
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	11/10/2011
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 that are usually their 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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