

Inspection date	24/10/2012
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's language and communication is given exceptionally high priority and they have excellent opportunities to extend their language development through the childminders outstanding interaction
- The childminder consistently achieves very high standards across all aspects of her service with exceptional educational programmes for children of all ages
- Children rapidly gain confidence in the childminders care and benefit from an excellent range of resources and experience which promotes their learning and development to an exceptionally high standard
- The childminder creates a bright, welcoming environment that encourages children to initiate their own purposeful play.
- The childminder quickly identifies children's additional needs and through highly effective partnerships with parents and other providers closes the achievement gap exceptionally well.

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 inspector observed children at play inside and outdoors
- The inspector questioned the childminder
- The inspector sampled documentation such as, policies and procedures, assessment records and Self-evaluation forms.
- The inspector read questionnaires from parents to gain their views on the setting

Inspector

Sarah Morfett

Full Report

Information about the setting

The childminder was registered in 1994. She lives with her husband and one grown up child in Sidcup, in the London Borough of Bexley. The whole of the ground floor of the childminder's house is used for childminding, is easily accessible and close to local amenities. There is an enclosed garden for outside play. The childminder works with a co-childminder. There are eight children on roll. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children. The

childminder attends the local parent and toddler group.

What the setting needs to do to improve further

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

- developing the reflection of print in the setting to enhance opportunities for children to learn about words, for example, by using names, signs, posters and labeling with words and pictures.

Inspection judgements

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

The childminder has an exceptional knowledge and understanding of the Early Years Foundation Stage Framework (EYFS), including the seven areas of learning. This enables her to provide rich and varied experiences for children so they make rapid progress in their learning and development. Starting points are recorded when children begin to attend the setting, in consultation with their parents. The childminder covers a vast range of questions about children's abilities, preferences and personal information. This gives her a comprehensive understanding of children's capabilities and an excellent base from which to move children forward. Observation and assessment for all the children focuses precisely and clearly on the areas of learning most relevant to each individual. For example, the assessment records show that children develop speech quickly in most instances. Those who are not developing quite as expected receive extra in-put from the childminder and other professionals. This enables them to catch up quickly and means the childminder recognises and closes the achievement gap highly successfully.

The childminder supports children to develop their language and communication skills exceptionally well. She is constantly asking questions to make children think. For example, she asks 'how can we solve this problem', when a 'traffic jam' happens while children are wheeling toys in the garden. She challenges children with questions that are thought provoking. Such as, 'what do you think?', and 'what would happen?' Excellent strategies are in place for supporting those children who speak English as an additional language. For instance, there are computer programmes and resources in their home language. The childminder asks parents to share words in their home language to help her communicate with children. She recognises that it is vitally important to use children's home language to support them to learn a second language. This extends all learning opportunities significantly and children's are motivated and enthusiastic about their learning.

Children are engaged in purposeful activity that continually promotes their learning and development. For example, as children race round a home made track, the childminder bangs a drum beating it fast then slow. Children manage extremely well in changing their pace to match the beat. This helps them to develop their listening skills exceptionally well. Young children show they feel comfortable in the childminders care as they reach out for cuddles, and are confident to explore from the secure, close-by presence of the childminder. They have a vast amount of toys and resources, which enable them to develop excellent control of movements, for example, as they press buttons to make sounds, post shapes into boxes and build stacking cups. Because of the outstanding interaction and activities, children are exceptionally well prepared for school or the next steps in their learning.

There are many photographs of children participating in activities and their artwork is displayed in the setting. This makes children feel valued and gives children an excellent sense of belonging. Overall, the setting is rich in signs and symbols. However, there are fewer words displayed or are backed up with pictures around the setting. This means that children miss some opportunities to see print and learn that it has meaning.

Parents have excellent opportunities to be thoroughly involved in their children's learning and development. For example, they are provided with a comprehensive report every two months, which covers all areas of learning and shows how their children are making progress. They are encouraged to comment and take part in the setting of next steps. The childminder has completed two-year progress checks for those between two and three years old in consultation with parents to ensure any child with additional needs receives support as soon as possible. Regular discussion with parents means they are extensively involved in their children's learning and development.

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

Children form strong secure relationships with the childminder and the other children. They spontaneously hug each other to show affection and are keen to share their excitement with the childminder by showing her what they have done. They move confidently around the setting and explore from a strong base, developing their independence. Therefore, they flourish in the setting. The environment is highly stimulating, for example, the childminder and her co-childminder set the ground floor of the home out exceptionally well. This is a well-resourced and welcoming environment where children can move freely between indoors and outdoors. They have access to a vast range of experiences that support their all-round development and emotional well-being.

Children behave well because there are extremely clear boundaries to help them understand about good behaviour. The childminder helps them to work out issues for themselves. For example, by asking older children how the behaviour would make them feel, which make them think about what they have done. The childminder gives the highest priority to children's safety within the setting. For example, she teaches them to assess risk for themselves by asking them to assess the situation such as, making space to wheel toys around outside.

Children show they are beginning to understand good hygiene practices. For example, they know that they need to wash their hands before they eat. They thoroughly enjoy a healthy diet particularly enjoying jacket potatoes, cheese, carrots, cucumber and peppers. They are encouraged to make healthy choices because they are provided with a wide variety of nutritious food. This means they gain an excellent understanding of what food is good for them. This means they gain highly effective skills for the future.

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

The childminder has an excellent understanding of safeguarding children and her knowledge of the local procedures is exemplary. She fully understands her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has devised an exceptional range of policies, procedure and information to underpin her outstanding practice. She uses self-evaluation excellently to monitor the effectiveness of the leadership and management of the setting. She is highly reflective and sets action plans to help her and her co-childminder to strive for improvements that improve outcomes for children in all areas of their practice.

She takes excellent steps to support children's individual needs and development. For example, she works closely with parents and other professionals to support children's speech and language development. As a result, children gain confidence in their own abilities, prepare well for school and become active learners. Parents are extremely positive about the care their children receive while at the setting. They report they are pleased with the care and education their children receive and they value the feedback and are particularly happy with the homely environment. Relationships with other providers delivering the Early Years Foundation Stage, where children attend, are firmly established. This promotes continuity in children's care and aids smooth transitions to school.

The childminder demonstrates a significant commitment to promoting her knowledge and understanding of current childcare practices. She uses the internet to research particular issues, for example, to support for children with additional needs. She sets high importance on training. For example, she is booked to attend the local 'Every Child A Talker' training to develop further children's communication and language. The childminder works hard to attain the highest levels of achievement, for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	115831
Local authority	Bexley

Inspection number	825109
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	29/06/2009
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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