

## Inspection date

Previous inspection date

07/11/2012

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

- Children's language and communication skills are given a high priority by the childminder. She has completed the 'Every Child A Talker' (ECAT) course and uses innovative ideas from this to extend children's language and vocabulary skills.
- Daily verbal exchanges and the use of a daily contact book ensure that parents are fully informed about their child's care and activities they have enjoyed.
- Children settle into the childminders setting extremely well due to the individualised, highly effective settling in procedures and the childminder's close liaison with their parents.
- Children's learning and progress is very well supported by the childminder who plans interesting activities in her setting and a broad range of outings in the local community.

### It is not yet outstanding because

- Although information regarding children's progress and development is shared between the childminder and parents, the childminder has not considered flexible ways to enable all parents to contribute to children's learning at home.

## 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 the childminder interacting with the children in both free play and adult directed activities, discussing how these activities support children's learning and development.
- The inspector sampled documentation such as child records, attendance and accident records and written policies and procedures.
- The Inspector took account the views of parent/carers through parent questionnaires seen

## Inspector

Lara Hickson

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her partner and two children, one is preschool age and the other attends school.. The home setting is situated in Bexleyheath and is close to local amenities including parks, a library, a leisure centre and toddler groups. The area is serviced by good transport links. The family has one cat. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll, all of whom are in

the early years age group. The childminder is able to walk or drive to local schools and pre-schools to take and collect children.

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

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

- strengthen the two-way flow of information by enabling parents who are working or simply very busy by providing flexible ways for them to contribute to their children's learning.

### **Inspection judgements**

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

The childminder has a sound knowledge and understanding of the learning and development requirements of the revised Early Years Foundation Stage. She supports young children extremely effectively in their learning and development. The childminder makes effective use of her ECAT training. She continually talks to the children during play activities and asks questions to extend their language and communication skills further. She promotes communication appropriately according to each child's level of understanding. For example, babies and young children copy sounds and repeat words and, with the childminder's support, this progresses to simple and then more complex sentences.

The childminder promotes children's interest in books well. She has created a welcoming book corner with comfortable seating and low-level bookshelves, enabling children to choose books independently. Children sit and look at favourite books with the childminder and she encourages them to point to objects and to lift flaps to see what is hiding underneath. Children's language skills are extended further through the childminder's introduction of a song and rhyme sack. This includes simple objects the childminder has collected to represent favourite rhymes. For example, an inflatable star represents the song 'Twinkle twinkle little star', a boat represents 'Row, row, row the boat'. Children take it in turns to delve into the song and rhyme sack to choose an object and then sing the rhyme together, incorporating actions into their singing.

Children participate in a wealth of opportunities to learn about the world around them. These include outings in the local community to toddler groups, the library and local parks. They enjoy nature walks where they feed the ducks and collect twigs and leaves for their autumn collages. The childminder provides a wide variety of art and craft activities

and role play resources, which enables children to express their imagination and creativity. Children develop mathematical concepts, such as counting, and a sense of space, shape and measure as they complete simple tray puzzles. They build towers from construction bricks and solve problems using the shape sorter. The childminder encourages simple counting skills during play activities and older children are beginning to recognise numerals in different environments, such as on front doors.

Partnerships with parents are well established. The childminder discusses each child's stage of development, interests and routines at the start of their child's placement with her. This helps her to support the child's transition into her setting and provides her with a benchmark for their starting points, from which she plans their initial next steps. Information is exchanged daily and parents comment on observations they have made about progress and development. The childminder recognises that parents' time is precious. However, she has not yet considered more flexible ways to enable busy parents to contribute to their children's learning at home.

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

The broad range of activities and outings offered by the childminder enables the children to extend their learning in a variety of different environments and situations. The childminder walks to local amenities extending children's concepts of nature, road safety and their local community. Children form very close relationships with the childminder, enabling them to feel happy and secure in the welcoming, child-orientated environment. The childminder is affectionate and caring in her approach, which encourages children to establish close relationships with her. The childminder provides continual praise and encouragement to the children as they attempt new tasks or achieve a new milestone. For example, when a child says a new word, the childminder is enthusiastic in her approach; she laughs and nods when the child continues to repeats this, eager for more praise. When a child moves away from the childminder to explore the setting, the childminder provides verbal and non-verbal reassurance through praise and smiles. The childminder works with parents to support children's transition from their home setting into the childminding environment. For example, settling in sessions are tailored to meet each child's needs to give them the time they require to settle. The childminder encourages parents to fully participate in the settling in sessions, often involving them in visits to toddler groups and parks that she enjoys using with minded children. The childminder feels that by allowing new children to settle in their own time, they are able to form secure attachments with her and build a sense of trust and security in her care.

Children behave well because the childminder provides gentle reminders about what is appropriate. For example, when a child climbs on a settee the childminder explains that they may fall off and hurt themselves, and that settees are for sitting on. During play activities the childminder supports children to develop sharing and turn taking skills.

The childminder encourages children to develop healthy lifestyles. She provides an extremely healthy, well-balanced selection of meals and snacks in line with individual dietary requirements. This includes a wide variety of fresh fruit and vegetables. The

childminder incorporates special themed days to introduce new tastes. For example, a recent 'fruit' day introduced the children to papaya, coconut and dragon fruit. Children enjoy helping to prepare snacks, such as rice cake faces. They like the cooking activities, which the childminder often bases around festivals and special events. The childminder makes mealtimes a sociable occasion, giving children time to enjoy their food. Children show good levels of independence as they sit up to the table and feed themselves sandwiches and a selection of fresh fruit and raw vegetables.

The childminder helps children to feel and keep safe. She has effective risk assessments in place, which she reviews periodically to ensure any hazards or risks to children are minimised. Children receive reminders to reinforce safety concepts. For example, when a child tries to take their highchair straps off, the childminder reminds the child that these are there to keep them safe. The childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. For example, a poster in the bathroom reminds children to flush the toilets and wash their hands. They also use disposable hand tissues to dry their hands to prevent the spread of infection. The childminder cleans toys and resources thoroughly on a regular basis, as she is aware that the young babies often put toys in their mouths. The childminder's clear understanding of child development ensures that children only use resources appropriate to their age and ability. Babies and young children rest comfortably in line with their home routines and the childminder monitors them closely whilst they are asleep.

The childminder helps children's transitions to school extremely well. She reads stories about starting school and discusses any issues where children may need more support. She has planned set story times in her reading corner to prepare children for this activity at school. She has helped children during role-play activities to pack their bags, discussing what they may need in their school bag.

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

The childminder demonstrates a clear understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Through monitoring her provision regularly she is able to ascertain whether she continues to meet children's needs and the learning and welfare requirements. For example, she reviews her policies and procedures as necessary and amends or adds policies if required. The parent welcome pack ensures the childminder shares her policies with parents and makes them aware of her aims. She has recently introduced parent questionnaires and really values the comments that parents have made about her service. Parents are very complimentary in their praise of the childminder. Comments on recent questionnaires include 'my child is very happy and gets excited when we pull up outside the childminder's house'. They also comment, 'I can see a difference in my child with their progress, they are learning a lot from the childminder', 'I know my child loves their time with the childminder'.

The childminder demonstrates a clear understanding of her strengths and areas for further

development and shows a strong commitment towards developing her practice further. She shows a keen capacity for improvement. She has attended a variety of training courses since registration. She uses knowledge gained from these courses to extend areas in her setting further. For example, the childminder completed the ECAT training and it is clear from observing her with the children that she is using skills gained from this course to enhance children's language and communication skills further. The childminder has recently completed the training on the revisions to the Early Years Foundation Stage. She has reviewed her observation and assessment systems to incorporate the use of new documents such as 'Development Matters'. She uses this effectively when ascertaining where a child is in relation to expected stages of development.

The childminder effectively meets children's safeguarding needs.. She demonstrates a good understanding of safeguarding, particularly with regard to recording and reporting any concerns relating to child protection. If the childminder felt that a child was at risk then she would follow her safeguarding procedures and discuss her concerns with the local safeguarding team. The childminder is aware of her responsibility to ensure effective supervision and protect children from people who have not been through the vetting procedure.

Children benefit from the secure partnership the childminder has with parents. Information about progress, activities and routines is exchanged through the use of the daily contact diary. The childminder is aware of the importance of developing effective links with other early year's settings that children attend, to complement their care, learning and developing. She has built strong links with the local nursery and liaised effectively when caring for children attending this setting. She finds out the nursery themes for the term and tries to complement these in her setting. All children have recently enjoyed topics on the Jubilee and the Olympics in both setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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.
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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

<b>Unique reference number</b>	EY416665
<b>Local authority</b>	Bexley
<b>Inspection number</b>	725452
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable

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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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