

Inspection date

23/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- An extensive range of innovative, stimulating activities are available for the children to experience.
- The childminder extends children's individual interests extremely well and incorporates many different aspects of learning in a fun-filled way.
- The childminder engages exceptionally well with parent/carers and she values the important role parents play in their child's ongoing learning and development.
- Children are making excellent progress in relation to their initial starting points. This is directly due to the extensive opportunities available to them and the childminder's supportive, interactive approach.
- Behaviour is extremely good in the setting. The childminder has created a happy, family orientated atmosphere where children form strong bonds with their peers.

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 looked at children's assessment records and discussed these with the childminder.
- The inspector looked at documentation, such as child records, accident and medication records, developmental profiles and attendance records.
- The inspector looked at the childminder's self-evaluation, parent questionnaires and child evaluations.
- The inspector discussed activities observed during the inspection with the childminder.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2011. She lives with her child in Bexleyheath, Kent. The children have access to the downstairs of the home and a bedroom for sleeping. There is an enclosed garden for outdoor play. The house is within walking distance of

transport links and there are schools and local amenities close by. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, one of whom is in the early years age range.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to learn about shapes, letter and number in the outdoor environment.

Inspection judgements

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

The childminder provides a vibrant, stimulating setting to encourage children's progress and development. Learning is promoted exceptionally well due to the childminder's excellent understanding of how children develop. The extensive resources and experiences she provides effectively cover all areas of learning. The childminder comprehensively supports children's learning as she ensures that activities and outings are interesting and highly individualised to meet specific learning needs. For example, she incorporates the love of playing with dolls to support children to participate in messy play activities. The childminder organised a tea party with water, mud and tea spoons and children soon became totally engrossed in the activity. The childminder's support has broadened experiences in an area they were previously reluctant to explore.

The childminder skilfully supports and extends children's play through discussions and open-ended questioning. For example, when children play with the lift and tray puzzles she talks about the pictures and asks simple questions about the different objects. She introduces concepts of colour, shape and number during activities and extends children's vocabulary continuously. Resources are stored at low level enabling excellent free choice which enhances decision-making skills. An inviting book corner has been created with a low-level book shelf and bench and child-sized chairs. The childminder has laminated posters of favourite book characters in this area and has made it colourful with educational posters. An excellent selection of books for all ages and stages are available on the book shelf and in the storage unit under the bench and children choose from the different books on display. The childminder also takes the children to the local library to

choose and borrow books, which increases the range of books available to them. She supports children in their ongoing learning and development by allowing them to explore and initiate their own play opportunities. When children require help or encouragement, she is on hand to motivate and engage them further in their play. For example, when children ask for help to use the scissors in the play dough the childminder shows children how to use these and then encourages them to have a go. Delight is shown when they are able to use the scissors and the childminder reinforces this achievement through enthusiastic praise and encouragement.

The childminder has an excellent knowledge of the Early Years Foundation Stage. She uses guidance, such as Development matters in the Early Years Foundation Stage in her practice. This fully supports children's progress and highlights the next steps in their development. She competently assesses where children are in their learning and identifies achievable next steps to support children's ongoing development. The childminder's excellent evaluation of her practice ensures a fantastic balance of child-initiated and adult-led activities. The childminder has comprehensive learning journals for each child in the early years age group. These include extensive information about how each child is progressing in all seven areas of learning and identifies the next steps in their development and how these will be encouraged. The learning journal includes photographs of children completing different activities within the setting and in other environments. The childminder shares information about what children do with parents and fully involves them in their child's learning by sharing their learning journals and progress checks.

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

The childminder is extremely motivated and enthusiastic in her approach, which encourages children to become fully engaged in the activities they are completing. Highly effective settling-in procedures support children form strong emotional bonds with the childminder. Children are extremely happy and secure within the setting, separating from their parents well. Parents comment about how happy their children are in the childminder's care, for example 'X loves coming and runs to the door every day'. The childminder discusses all aspects of children's individual needs with parents during settling-in sessions and uses information from these discussions and from the initial 'I can' form to support children highly effectively.

The childminder prepares children exceptionally well for their move into other early years settings. She liaises with the key person or reception teachers to establish effective communication and to enhance the child's ongoing learning and development. The childminder has discussed themes that the older children are going to be following in their reception class and has a list of the initial key words they will be learning to read. She supports their knowledge and understanding through simple games and activities. For example, to support the reception children with their number recognition she plays simple board games where children have to count as the spider climbs up a drainpipe. She

encourages children to tell her which numbers they land on which extends their number recognition skills in a fun way. Simple games, such as hide and seek, introduce and extend simple counting with younger children.

Behaviour within the setting is very good. The childminder supports and encourages children to behave appropriately and to share and take turns. She uses praise continuously to build children's confidence and self-esteem, which increases their concepts of appropriate behaviour. When required, the childminder liaises with parents to establish a consistent approach to improve any inappropriate behaviour. The childminder supervises children closely and reminds children about their own safety. For example, when a child puts too much food in their mouth the childminder explains that they may choke if they do this.

Children thrive from being cared for in an environment where a high standards of hygiene are practised and maintained. The childminder encourages all children to develop independent hygiene routines from an early age. Children develop valuable healthy eating habits as the childminder encourages them to try different foods and plans cooking activities to involve them in learning about foods that are good for them. For example, children enjoy making homemade, healthy chicken goujons and fish fingers using fresh ingredients. Meals and snacks are very well balanced and nutritious and the childminder cleverly disguises an extensive range of fresh vegetables in her meals. For example, a favourite meal is chicken curry, which includes grated courgette, carrots and peas.

The childminder demonstrates an extremely positive approach towards inclusion. She works extremely closely in partnership with parents to fully meet the individual needs of children attending her setting.

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

Robust procedures are in operation for safeguarding children. The childminder demonstrates an excellent understanding of how to implement the Local Safeguarding Children Board procedures. Extensive policies are in operation and include the use of mobile phones and cameras within the setting. The childminder clearly understands her responsibility in meeting the welfare and safeguarding requirements.

The childminder works extremely closely with parents to fully meet the individual needs of all children attending her setting. She demonstrates a comprehensive understanding of each child's unique needs. She has detailed information on child record forms of individual requirements. At the start of each placement, the childminder exchanges information with parents about their child and uses this, and her initial observations, to form a baseline assessment for each child. She links her planning with the guidance document, Development matters in the Early Years Foundation Stage and, as a result, is able to support each child to progress in all areas of learning at a level appropriate to them. The

childminder keeps parents extremely well informed about their child's care, learning and development through their individual learning journal, through emails and through verbal exchanges upon arrival and collection. Observations demonstrate what children have achieved and comprehensively include the next steps of their individual learning.

The childminder demonstrates an excellent capacity for improvement and continually reflects on the service she provides. Thorough self-evaluation regularly takes into account the views of children and their parents and is a true reflection of the practice observed. The childminder shows a strong commitment to developing her practice through further training and development. She is a member of her local childminding forum and attends regular seminars to update her knowledge of the early years. She keeps children challenged and motivated by using innovative ideas from educational websites and swaps ideas with other childminders at a weekly toddler group she attends.

The childminder has an excellent understanding of her responsibilities to meet the Early Years Foundation Stage requirements. For example, she has altered her observation and assessment systems to take account of the changes to the areas of learning. Comprehensive policies and procedures are in operation to support children's well-being and safety, including clear written risk assessments for indoor and outdoor environments at the home setting and a variety of different outings.

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
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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	EY437943
Local authority	Bexley
Inspection number	794005
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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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