

Inspection date	30/05/2013
Previous inspection date	02/06/2010

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

- The childminder has excellent knowledge of how to support children's learning and development. As a result all children are challenged, motivated and have a wealth of opportunities to be independent and develop self-control.
- The childminder has developed outstanding links with local schools and other childminders to support parents and help children make good progress in their learning.
- Systems for observation and assessment of children's development are highly impressive. They are regularly shared with parents to involve them in their child's development.
- The childminder is highly reflective. Self-evaluation is on-going and takes account of the views of parents and children. Improvements made have a significant impact on the learning environment for children, both indoors and outdoors.
- The childminder is passionate about improving her knowledge and skills and keeping up to date with legal requirements. Excellent links with the local authority, a local network and professional association are in place to support her practice.

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 observed activities in the main play area and the outdoor area.
- The inspector held a meeting with the childminder.
- The inspector viewed a sample of policies and procedures.
- The inspector viewed a sample of children's assessment records.
- The inspector carried out a joint observation with the childminder.

Inspector

Sarah Moore

Full Report

Information about the setting

The childminder registered in 1999. She lives with her husband and adult family in a house in Bexleyheath, Kent. The family has two cats. A ground floor playroom is available for childminding and there is a large secure garden for outside play. The childminder provides care from 6.30am to 7.00pm each week day and has links with the local school to provide out of school care. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children on roll of whom four are 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 children's learning further by providing real life tools and resources for them to use during familiar activities and during role play to nurture their imagination and creativity.

Inspection judgements

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

The childminder provides an abundance of varied activities for children to explore, which cover all the required areas of learning of the Early Years Foundation Stage. Children enjoy taking part in challenging activities, which reflect their individual interests. This means children develop excellent concentration skills and are motivated to learn and eager to join in. Children play cooperatively together, gaining confidence and practising their social skills. They say 'you be the baby and I'll be the mummy' as they direct each other during imaginary play. During creative activities children develop their physical skills as they use small utensils to 'make cakes from the bakers shop' using play dough. Although children have fun exploring this activity, there are missed opportunities for children to learn about real tools and equipment because the utensils available to use are not made from a variety of materials.

The childminder supports children to develop excellent communication and language skills. She asks thought provoking questions to extend children's learning as they enjoy listening to stories. Children talk about the story in a small group and enjoy discovering languages that are different from their own.

The childminder has excellent knowledge of how children learn, which is evident as she effectively supports them in all aspects of their development. Systems for observation and

assessment, including the progress check for children aged two years, are highly impressive. Parents and other professionals are involved in children's learning. This means all children, including those who may need additional support make good progress. As a result they are exceptionally well prepared for the next stage in their learning.

The childminder has developed excellent systems to involve parents. Daily diaries, which share detailed information, are fully embedded and nurture a two-way flow of communication. The childminder uses a variety of forms of communication to engage with all parents, including those who may find it challenging.

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

The childminder provides children with a wealth of opportunities to develop their confidence and become independent. Children are encouraged to make their own decisions in all aspects of their learning. Young children take their own plates from the cupboard, they choose what to eat and carry their own food and drinks to the table. They are entrusted to practise the new skills they have developed without fear of failure. Children are confident and feel secure in the home setting and show this by confidently asking questions and expressing their thoughts and ideas. The childminder is an exceptional role model for children. She encourages children to take care of their environment and the resources. Children learn that if they do not look after toys properly they will be ineffective and not fun to play with. The childminder teaches children to be considerate of others and supports them excellently to manage their own feelings and behaviour. Children show high levels of self-control during social situations. During play they say 'you scratched me, now you have to give me a cuddle'. They are respectful of one another, resolve disputes quickly and continue to play happily.

Children are effectively supported to be healthy and safe. The childminder gives the highest priority to teaching children to manage their own personal care needs. Young children use the toilet independently and are reminded to wash their own hands. They know the difference between healthy and sugary breakfast cereals and enjoy discussing the weather outside to decide if they need warm clothes on. Younger children have their own water bottles to drink from and older children are supported to pour their own drinks when thirsty. Children enjoy exciting experiences when gaining fresh air and exercise. They walk through the local woods regularly as part of their daily routine to visit the local school. They have fun exploring new physical activities at local groups and enjoy using the large, highly stimulating outdoor area in the home setting. The childminder uses these experiences to teach children to recognise the changes that exercise has on their bodies. When outdoors children enjoy finding insects and wildlife. They are inspired during these activities to care for the environment and enjoy gathering food and providing water for them. The large climbing frames provide both younger and older children with exciting challenges. Indoors children explore resources that are attractively displayed to motivate them to explore. Effective storage systems enable children to freely choose what toys to play with in addition to those set out, which supports their individual interests. Lots of photos of children's play and achievements are displayed on the walls, which enables children to feel valued in the home setting and gives them a sense of pride.

The childminder has put in place excellent systems to support children's learning as they move between different settings. Information is shared between local schools and the childminder to support all children, including those who may need additional support. The childminder supports children's emotional needs extremely well. She prepares them for new changes by speaking to them about their new nurseries and schools and by sharing children's assessment records with parents and prior to them attending new settings.

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

The childminder has outstanding knowledge of the learning and development and safeguarding and welfare requirements. A highly impressive range of detailed policies and procedures support her practice with children and parents. This means all required documentation is in place. The childminder has excellent understanding of her responsibilities of keeping children safe. Detailed registers show that appropriate ratios of staff to children are always maintained. The childminder is knowledgeable of the requirements for notifying Ofsted of any changes. For example, informing them of any new assistants working with them to provide care for children. The childminder delivers the educational programmes excellently. Her motivation and enthusiasm means that the provision has a significant impact on children's learning and development. Systems for assessment are excellent. The childminder has introduced innovative ways of recording children's achievements and assessments, in particular the progress check for children aged 2 years. The assessment records provide detailed information for parents to involve them in their child's learning. They also provide information to keep parents well informed of the childminder's role and responsibilities to meet the assessment requirements of the Early Years Foundation Stage. The childminder understands the importance of working in partnership with parents. Excellent systems are in place to support communication with all parents, including those who may find it more difficult. The childminder is aware of the importance of maintaining confidentiality to support children and their families.

Highly effective partnerships are in place between the childminder and local schools, other providers, local groups and the local authority to effectively support children's learning and development. The childminder developed a network of local childminders to support the local school and parents by providing out of school provision for school aged children. The network also work together to reflect upon practice and implement new policies and procedures to enhance their own provisions. Systems for self-evaluation are highly reflective and continuous. Recent improvements made to both the indoors and outdoors environment have a significant impact on children's learning and development. The childminder includes the views of parents and children when reflecting on the provision to identify strengths and areas for development. As a result, children experience different local groups, and different methods of communication with parents, such as texts and emails have been developed. The childminder's commitment to improving her knowledge and keeping up to date with requirements is highly impressive. She belongs to a professional association and attends regular training provided by the local authority.

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 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 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	115534
Local authority	Bexley
Inspection number	919971
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	02/06/2010
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, 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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