

## Inspection date

Previous inspection date

04/07/2013

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

- The childminder works closely with parents to ensure children's individual needs are effectively met.
- Children show good levels of independence. They are happy and settled and have developed a good relationship with the childminder and her family.
- The childminder skilfully engages and involves children in stimulating activities.
- Children are making good progress in their learning and development. They benefit from a well-planned, wide range of interesting and meaningful activities and experiences.

### It is not yet outstanding because

- The childminder does not explore all opportunities to encourage children's understanding of how numbers are used.
- There is a limited range of resources to strengthen children's understanding of diversity.

## 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 spoke with the childminder and co-childminder at appropriate times throughout the observations.
- The childminder and inspector discussed children's progress and individual needs.
- The inspector viewed some of the childminder's records and documents, including a sample of policies and children's records.
- Parents' views were gathered through discussion and written information provided by parents.

## Inspector

Pamela Paisley

## Full Report

### Information about the setting

The childminder registered in 2013 and co-minds with another childminder. She lives with her husband and young child in Beckenham, Kent located close to parks, schools and local transport links. All areas of the childminder's home are used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age group. The childminder collects children from local schools and attends stay and play groups with younger children.

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

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

- help children to understand the purpose of numbers, for example, by displaying posters and signs showing numbers in meaningful contexts
- extend the range of resources that reflect positive images of culture and disability in order to promote children's knowledge and understanding of diversity.

## Inspection judgements

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

The childminder has a good understanding of how young children learn and develop. She has a secure knowledge of the Statutory Framework for the Early Years Foundation stage and provides a stimulating range of activities and spontaneous events. As a result, the quality of teaching is good. The childminder skilfully uses observations and assessments of the children to help her identify their next steps of learning. This contributes to children making good progress in their learning and development taking into account their starting points and capabilities. Parents are encouraged to share information about their children's learning and development at home to support continuity of care and learning. The childminder keeps parents well informed about their children's progress by sharing a daily diary with them.

The childminder organises her home well. Children enjoy their play in an open planned environment that is used for various activities such as quiet and creative activities. However, there are few pictures, posters or labels displayed for children to see numbers in print around the setting to raise their understanding of using numbers in purposeful contexts. The childminder supports children's communication, language and literacy skills

well. For example, the childminder shows children cards to help them link pictures to words. Books are very accessible and children are greatly encouraged by the childminder to choose a book for story time. This develops children's growing interest in books. Children are developing a good understanding about how to follow instructions. For example they understand when they need to choose an object from a sack to use as props for songs. Children are developing good social skills. They go on regular outings to stay and play groups. This gives them good opportunities to mix with other children of a similar age. Children are beginning to show sensitivity to each other's needs and feelings. For example, they recognise when someone is upset and stroke them gently to comfort them.

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

.Children are very settled in the childminder's care and have formed secure attachments with her. Children behave well in response to praise and encouragement about their achievements. This helps to build children's self-esteem. The childminder makes sure that children understand the need to share and how being kind to each other prevents children from being hurt. The childminder records useful information from parents about their children's individual interests, needs and home routines at the start of a childminding placement. This enables her to help children settle in her care at their own pace. The childminder provides a wide range of good quality age appropriate play materials to support children's learning and development. They are easily accessible in low level cupboards and storage boxes to encourage independence. However there is a limited range of resources available to promote children's knowledge and understanding of diversity.

Children develop good self-care skills, for example using cups independently and feeding themselves at meal times. These skills support their future learning and independence, for example, when they move to school. The childminder helps children to learn the importance of adopting healthy eating habits through providing nutritious meals and snacks. Children enjoy a variety of fresh fruits and vegetables as part of their daily diet. The childminder provides good opportunities for children to take part in regular physical activities. Children enjoy using a wide range of outdoor play equipment in the childminder's garden. For example slides, a trampoline, pedal car and climbing frame are available on a daily basis to encourage children to take part in activities that keep them healthy. Children practice regular emergency evacuation procedures with the childminder, which reinforces their developing understanding of safety issues.

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

The childminder fulfils her responsibilities in meeting the learning and development and safeguarding, and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She provides a wide variety of experiences to help children make good progress. Children are effectively encouraged to participate in the activities provided. The childminder, alongside her co-childminder, meets children's individual needs well, making

sure that each child is treated with equal concern.

The childminder carries out regular risk assessments to help to ensure children's safety in her home and on outings. The childminder has good safeguarding procedures in place to follow should she have concerns about a child in her care. She has completed relevant training to make sure she has up-to-date child protection knowledge. A full range of policies and procedures are in place. They are effective and inclusive for all children and shared and discussed with parents. The childminder evaluates her practice on an on-going basis to ensure that she enables children to continue to make good progress. The childminder has identified areas for improvement. For example, she and her co-childminder want to develop outdoor play to provide experiences to mirror activities they provide indoors.

Partnerships with parents are well established. The childminder provides parents with verbal and written feedback on a daily basis. This keeps them well informed of activities their children take part in. The childminder and her co-childminder arrange regular parent evenings to discuss children's progress and achievements. Parents have given positive feedback about the service the childminder and her co-childminder provide. Parents are very happy with how their children have settled and feel that their children are well looked after. Parents appreciate the weekly information they receive on menus and that their children's varying diets are accommodated. The childminder has developed strong partnerships with other early years provision the children also attend. She works closely with them to maintain continuity of learning and care.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY457218
<b>Local authority</b>	Bromley
<b>Inspection number</b>	901176
<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
<b>Telephone number</b>	

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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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Piccadilly Gate  
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M1 2WD

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