

<b>Inspection date</b>	24/09/2013
Previous inspection date	02/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 gain confidence in the childminders care because they receive lots of positive praise for their efforts.
- The childminder offers a well set out and friendly environment where children can move around freely and safely making choices about what they play with.
- Children make good progress within the typical range of development expected for their age.
- Children receive good support from the childminder because of the effective links with other professionals involved with the children's learning and development.

#### **It is not yet outstanding because**

- Adults do not always seize chances to extend children's individual thinking as well as possible, to progress learning more quickly.

## 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 all adults playing with the children during their activities.
- The inspector read a selection of relevant documentation including written feedback from parents.
- The inspector talked with children, both assistants and the childminder.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

The childminder registered in 2009. She lives with her husband and three children in Sidcup, Kent. The whole home is used for childminding. However, children generally use the downstairs of the home, playing in the living and dining room. Minded children have access to a ground floor toilet. There is an upstairs bedroom for sleeping purposes only. Minded children have access to the garden. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She works with two assistants, both of who hold recognised childcare qualifications. Children attend full-time and before and after school hours. There are currently 18 children on roll seven of these are in the early years age group and four are over the age of eight.

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

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

- enhance adults' questioning techniques, for example, through encouraging children to think about different ways of doing things in order to extend their learning.

## Inspection judgements

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

The childminder and her assistants understand the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They know the individual interests of the children from talking with parents when all come for settling in visits. This means that the childminder provides experiences that interest children from the start of their time with her. Together with her assistants, she plans and offers daily activities and resources that children enjoy. She arranges these so that children can choose what they wish to do. This means children become independent in their learning, preparing them well for school.

Children receive individual support from all adults to help all make good progress, whatever their backgrounds and starting points. Adults skilfully use sign language and words, helping children hear new vocabulary. This helps children to develop an understanding of two-way communication. Older children's vocabulary develops well. All adults pick up well on spontaneous opportunities to promote language, teaching children new words, such as 'plait', as they discuss hairstyles, for example. Adults also introduce mathematical language such as 'long hair', 'short hair' and 'longest'. While some use is made of open questioning, not all adults questioning techniques to encourage children to think of doing things in different ways. For example, occasionally questions used require

children to use only one word answers, and don't always encourage them to express their thoughts and ideas. Nevertheless, positive changes in practice since the previous inspection mean that children are now challenged well in their learning and development.

Children thoroughly enjoy playing with the childminder. They hand her a doll motioning that they want the clothes taken off. The childminder encourages the child to help as she holds the doll and prompts the child to pull the clothes off. The childminder then helps the child to put a new set of clothes on the doll. Children use their hands and fingers to help, which leads to them learning to control their movements. Older children enjoy doing puzzles; they know which their favourite is and sit with the assistant to complete it. Children develop good problem solving skills as they work out where each piece goes and how they fit together. Children interact well with this adult who challenges them to think about what they are doing by asking questions such as 'What colour is the giraffe?' and 'Can you see anymore pieces of the same colour?' Children respond positively, so the adult takes this a step further and says 'I think I can see another piece; it's over by me, can you see it?' This focuses the child's attention and the missing piece is found.

Parents receive good feedback about their children. A contact book is used to establish effective two-way communication. The childminder records details about children's strengths and gives suggestions of how children's learning can be extended into the home, such as recommending equipment that would aid their development. The childminder has carried out a check of children's progress between the ages of two and three years. She identifies how well children are moving forward, noting areas that they need to develop in; as a result she can plan for their individual needs well. The progress check is shared with other professionals that are involved with the children, as well as the parents. Therefore, all children, including those with additional needs, receive good support that helps them move onto the next stage of their learning effectively.

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

Children play in a happy and friendly home. They have good relationships with all the adults and other children. They demonstrate this as they squeal with laughter during their play, or if they are feeling tired, they sit with an adult for a cuddle. Children are well settled and confident, moving around between rooms to find toys and eat meals. They behave well because the childminder and her assistants are good role models and speak politely to the children. Consequently, children learn to behave well. Children benefit from praise and encouragement for their efforts, which means they try hard in all they do. As a result, they gain a strong sense of belonging in the childminder's care.

Children learn to adopt healthy lifestyles. They are encouraged to use hand sanitizer before they eat. They have cups of water left within reach so they can help themselves to a drink when they feel the need. Children enjoy healthy foods; for example, they eat apple, banana and plums at snack time. The childminder sits with the children and shares the food, chatting about her favourites, so taking the chance to develop their social skills and understanding of eating healthily. This helps the children develop good eating habits as the childminder models eating a variety of foods.

Children learn about safety from an early age because the childminder reminds them to be careful as they move about the home. Children get good opportunities to be active as they play in the garden, at playgroups and on trips to the park. Children can use equipment that helps them learn to move and control their bodies; therefore, they develop physical skills well.

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

Since her last inspection, the childminder has made substantial changes to improve the service she provides. She has developed a good understanding of both the safeguarding and welfare, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She now has a wide range of policies and procedures to underpin the service that she provides. She implements these well and ensures her assistants understand these too. These help her to ensure children are safe and secure in her care. She has firm agreements in place where required, such as permission for her assistants to be in charge of children for up to two hours and understands the required minimum ages for her assistants. There are greatly improved systems for the arrangements to check and vet all adults in the setting. This helps keep children safe and well cared for.

The childminder has undertaken a variety of on-line training to improve her knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage, showing determination to do so. This included training on how to employ suitable assistants and updating her safeguarding training. Additionally, the childminder makes sure her assistants undertake training too, in order to drive improvement further. This has resulted in better assessment of children between the ages of two and three years.

The childminder and her assistants have regular meetings to reflect on their practice and make decisions on how to move forward. The childminder has used the internet to develop her understanding of how children learn. This new knowledge allows her to plan interesting activities across all required areas of learning. These reflect children's interests because assessment of what children can do is accurate and consistent across all adults working with the children. The close partnerships with parents mean that they provide the childminder with details of any additional support that is required for their children. Consequently, the childminder ensures that suitable activities and support are given to all children, regardless of their needs. Parents report that their children are making good progress in the childminder's care and particularly value her support.

### **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

<b>Unique reference number</b>	EY398718
<b>Local authority</b>	Bexley
<b>Inspection number</b>	888737
<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>	6
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/10/2012
<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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