

## **Inspection date**

Previous inspection date

25/11/2013

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 has a good knowledge of how children learn and provides activities to help them make rapid progress in their learning and development.
- The childminder uses assessments well to track children's progress and feedback to parents. Therefore, she supports continuity in children's learning and care.
- The childminder has a good range of policies and procedures to keep children safe, which supports their well-being.

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

- There are fewer natural resources for children to play with and learn using their senses.

## 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 discussed areas of the childminder's practice with her.
- The inspector observed the childminder interacting with minded children.
- The inspector sampled documentation and looked at written feedback from older children and their parents.

## Inspector

Debra Davey

## Full report

### Information about the setting

The childminder registered in 2013 and lives in the Thamesmead area of the London Borough of Bexley. She lives with her husband and their two children who are both aged over the early years age range. All areas of the home are accessible to children. There is a garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently four children attending full and part time. One child is in the early years age range. The childminder holds a level 3 childcare qualification.

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

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

- increase the range of natural materials and play resources for children to explore and learn using their senses.

### 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 children learn. She makes good use of assessments of their development to plan for their play and activities. For example, she provides play activities to foster and extend babies' communication and language development. She uses repetition of words and sounds to help children say new words during play. She talks to children constantly, using books and interactive toys, such as toy telephones, to extend their concentration. Babies show rapid physical progress because she encourages movement and dance to help them develop their large muscles, for example, when learning to walk.

Toys and resources are stored where children can reach them and choose what they want to explore. The childminder interacts well with children during pretend play, for example helping them make pretend food in the toy kitchen and introducing babies to new words during play. This supports their language skills well. Older children enjoy a range of art and craft materials and quiet time spent with the childminder to complete their homework. Written feedback from older children says that they wish she was open at weekends because they enjoy their time in her home. Although resources and materials are varied, there are fewer natural materials to help children learn through their senses.

The childminder involves parents in their children's learning whenever possible and she regularly updates them about their progress. She provides feedback to parents using a variety of methods such as phone calls and daily discussions. She uses development records to record her observations of children's progress and this helps her to plan

activities that interest the children. The childminder shares records with parents to help them become involved with their child's learning. She is fully aware of the need to complete a child progress check at the age of two-years and share this with parents. This means that she is able to work with parents to identify children's next steps in their learning and provide fun activities to move them on to their next stage.

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

The childminder's home is a friendly and welcoming environment with good safety measures to protect children. This ensures that they are physically and emotionally healthy. Younger children know when they want a cuddle and this fosters good behaviour. Older children are encouraged to play games, which involves taking turns and sharing. They have rewards for good behaviour and their artwork displayed in the home. This helps children learn to behave, feel safe and valued. Good care routines offer support for children, for example, the childminder follows babies' routines for sleep and provides a quiet bedroom for them to rest. She plans a menu with home-cooked foods and introduces new foods to babies at the request of parents. This combined with outings to local parks for fresh air and exercise, helps children to learn about healthy lifestyles.

The childminder's home is safe and secure because she has assessed all possible risks and completes daily checks for the home and the activities. Babies show that they feel safe because they enjoy close contact with the childminder. She talks and sings constantly to them during play and anticipates their needs for milk feeds and rest. The childminder encourages older children to manage their own health wherever possible. She encourages them to wash their hands and to help tidy up. They enjoy planned music times in the childminder's living room and games of football in the garden. This activity helps them develop their large muscles and to learn what happens to their bodies when they are active. As a result, children learn good skills for the future, and how to keep themselves healthy and safe.

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

The childminder demonstrates a good understanding of the safeguarding, and the learning and development requirements of the Early Years Foundation Stage. She understands child protection matters and the signs and symptoms that would cause her concern. She has a written safeguarding policy, which she shares with parents. This means that she knows what to do if she is worried about a child. In her daily practice, the childminder is responsible and confident with children, supervising them well at all times. She uses risk assessments and daily visual checks for the home and outings. This means that children are safe while in her care. The childminder has effective systems to record the progress of children. She uses observations to record their development and plans interesting activities to meet their needs. Consequently, children make good progress in all areas of learning.

Partnerships with parents are good. The childminder uses effective systems to provide feedback to parents about their children, such as what they have eaten and when they have slept. A range of well-written and comprehensive policies inform parents about childcare activities. Parents provide positive feedback about the childminder and the care she provides. This two-way flow of information shows trusting partnerships.

The childminder clearly evaluates the service she offers and makes plans for improvements. She supports this well through her commitment to training and professional development. She gains the views of parents who use her service using a questionnaire. This helps parents become involved in her self-evaluation. The childminder plans to use this feedback to improve her service and therefore, outcomes for children. She uses information from the Statutory Framework for the Early Years Foundation Stage to make sure her practice meets all requirements to a high standard. This means that children make good progress and are developing skills to help them with their future learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY461428
<b>Local authority</b>	Bexley
<b>Inspection number</b>	919591
<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>	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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