

Inspection date	04/03/2014
Previous inspection date	11/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settled and display a sense of belonging. They have formed appropriate attachments with the childminder and other children.
- The childminder finds out about children's individual needs, interests and starting points in order to be able to meet their individual requirements and support their progress and development.
- Daily verbal exchanges and a variety of communication methods ensure that parents are informed about their children's care and progress.

It is not yet good because

- The childminder does not always supervise children appropriately. On occasions children have been left in the care of someone who is not registered. This has a small impact on children's safety.
- Documentation required for inspection is not easily accessible or available for inspection which is a breach of requirements.
- The childminder does not currently use an attendance register and therefore is not able to demonstrate that she is meeting the required ratios.
- The childminder does not fully support children to see print in meaningful contexts.

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 to the childminder about the progress of children and how she develops next steps for individual development.
 - The inspector discussed the childminder's self-evaluation systems.
 - The inspector observed the childminder's interactions with the children.
 - The inspector sampled a limited range of documentation available.
- The inspector spoke to the childminder during the course of the inspection to
- ascertain her understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder re-registered in 2010. She was previously registered as a childminder in 2001 and resigned her registration in 2006. She lives with her partner, one adult child and two school age children in a four bedroom house situated in Welling, Kent. All areas of the premises are available for childminding and there is an enclosed garden for outdoor play. The family has a Labrador dog. Schools, shops, a library and parks are within walking distance.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, three of whom are in the early years age range. All children attend on a part-time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children remain in the childminder's care at all times, unless in the care of a registered assistant and the parents have given consent for their child to be left with the childminding assistant
- ensure that a daily record is maintained of the names of the children being cared for on the premises and their hours of attendance
- ensure that all required records are easily accessible and available for inspection.

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

- develop further an environment rich in print where children can learn about words, for example using signs or labels with words and pictures.

Inspection judgements

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

The childminder supports children's needs extremely well and the additional support she provides for parents with less experience really enhances their children's learning. For example, she provides ideas to help parents support their children's learning at home. She also suggests ways that parents can encourage their young children's crawling skills and provides suggestions for parents who are weaning children.

The childminder ensures there is a good balance of child-initiated and adult-directed play activities that incorporate all areas of learning, as well as individual interests. She organises adult-led activities in her local community to support children's development further, such as outings to toddler groups where they learn key skills, such as sharing and turn taking. She provides support for each child to develop further through well-planned activities and play experiences. The childminder's observation and assessment systems enable her to support children's progress thoroughly and to highlight the next steps in their development. She uses a national guidance document in her practice to support children's progress and development by clearly identifying the next steps in their learning. The childminder shares next steps with parents which fully involves them in their children's future learning.

Children are developing confidence and self-esteem as a result of the warm, welcoming environment the childminder provides. Children receive support to develop new skills which the childminder praises and encourages as they attempt or master these. For example, when children begin feeding themselves independently she praises their efforts and success. The childminder effectively supports children to develop their language and communication skills by continually talking to them and engaging them during play activities. The childminder promotes communication at a level appropriate to each child's age and level of understanding. For example, she repeats words continually to babies and younger children and encourages them to point to objects in books to extend their vocabulary. She encourages older children's language development through using open-ended questioning and involving them in conversation about the activities they are enjoying. She also provides them with opportunities to make decisions. For example, on the walk home from nursery she chats about the children's morning and incorporates learning as they talk about the weather, which way to go home and what they see en route home. The childminder's interaction and support during the daily routines and play activities encourages children to become confident talkers. For example, when children are helping to make their sandwiches the childminder supports them to count out how many slices of bread they need and what shapes they want to cut their sandwich into. She offers them choices of sandwich filling and vegetables to accompany their lunch. This activity really encourages children's language development and enhances their growing vocabulary.

Children are beginning to develop good mathematical skills as they count items during play or routine activities and sing songs and rhymes involving number. For example, when younger children put their coats on the childminder counts one, two as they put their arms in. Older children are encouraged to recognise numbers in the setting and in the local environment such as numbers on doors. The childminder encourages children to look at books independently as well as listen and share in stories that she reads to them. She responds well to children's interests to extend their vocabulary and enjoyment of reading. For example, she reads favourite stories and children join in well with repeated phrases and finish off sentences. Although there are many books for children to enjoy, there are fewer other good examples of print around the setting to show children print in meaningful situations, such as word labels on toy boxes.

The childminder has established positive relationships with parents and carers and keeps

them informed about their child's care, learning and development needs. She liaises with them verbally upon arrival to exchange information regarding their care needs, any achievements and progress. At the start of a child's placement with her, the childminder fully discusses with parents what their child is already able to do, their daily routine and current interests. She uses this information to plan appropriate activities and resources for the child to enjoy and to support them to settle in. The childminder and parents work well together to support children to make good progress in their learning and development.

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

Although the childminder generally meets the care needs of the children, the breaches of requirements affect the care she provides. For example, on occasions during heavy rain she has left children with a friend while she collects older children from school. Although this was for short periods of time, and the friend had been vetted positively to work with children, it is a breach of requirements of the Statutory Framework for the Early Years Foundation Stage regarding the supervision of children. This compromises children's welfare and well-being.

Children form close emotional attachments with the childminder due to her effective settling-in procedures. During the settling-in period, the childminder discusses all aspects of children's individual characters and requirements with their parents, which enables her to meet their needs effectively. Children appear secure and settled, happily exploring the environment and resources. The childminder is kind and caring in her approach, which encourages children to establish close relationships with her. Younger children use the childminder as a secure base from which they explore the different activities. There is a wide selection of age and stage appropriate resources and activities. However, due to renovations in the home setting, currently the childminder stores many of her toys in her garden shed. She puts a selection of toys and activities out on a daily basis which children can select from independently. This range encourages children's choice and decision-making skills.

The childminder helps the children to develop an understanding of the importance of fresh air, exercise and a healthy diet. She encourages children to develop healthy lifestyles by providing a healthy, well-balanced selection of meals, snacks and drinks, in line with individual dietary requirements. Children are encouraged to help to prepare their meals and snacks and the childminder uses this time to discuss healthy eating options and the importance of a healthy diet. She explains to children that their bodies are like cars and instead of needing petrol to move they need food so that they have the energy to enjoy being active. A written healthy eating policy reflects the practice observed in the setting. The childminder helps children to develop independent hygiene routines from an early age and has good hygiene procedures in place to protect children from cross infection. At the start of each placement, the childminder talks to parents about their child's individual routines, care needs and individual requirements and ensures that she meets these. The childminder promotes children's independence by encouraging them to manage self-care independently. For example, she supports babies to hold their bottles independently.

The childminder takes steps to help children feel and keep safe. She has completed a range of risk assessments on the areas of the home setting used for childminding and together with daily visual checks she is able to promote children's ongoing safety. Secure arrival and collection procedures are in place to ensure that children are only released to authorised adults. Children participate in regular evacuation procedures to ensure that they are aware of the procedures to follow in the event of an emergency. The childminder incorporates important safety messages during the daily routines and activities. For example, on the walk home from nursery the childminder discusses road safety and encourages children to decide whether it is safe to cross the road.

Children's behaviour is good in the setting because the childminder provides gentle reminders about what is acceptable. For example, when a child touches the knobs on the washing machine or cooker the childminder says a firm 'no'. The childminder takes children to toddler groups to encourage them to develop key social skills such as sharing and turn taking.

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

Children are not always safeguarded effectively as the childminder lacks a good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Childcare Register.

This inspection took place due to concerns raised to Ofsted regarding ratios and the supervision of children. The childminder was not able to provide her attendance register so could not demonstrate that she has kept within her registered numbers. Other documentation required for inspection was not available, such as the most up-to-date accident and medication record books. However the childminder confirmed that she has not had to administer medication for a long time and there have been no recent accidents to children in her care. Evidence gathered at inspection found that the childminder does not always supervise children appropriately at all times, as required. The childminder admits she has on occasions left younger children in her car with a friend when it has been raining heavily while she collects older children from school. Her friend is not registered with Ofsted to be her assistant. As a result of the children being left unsupervised and unattended, their safety, welfare and well-being are compromised. Therefore, the childminder is required to take further action. This is because she is not meeting all of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage or the associated requirements of the Childcare Register. However the childminder demonstrates a suitable understanding of her responsibilities with regards to recording and reporting any concerns relating to child protection. She has written safeguarding policies and procedures in place which she shares with parents. This ensures that parents are fully aware of the childminder's role and responsibility with regard to safeguarding children. Her procedures include arrival and collection processes and the use of cameras and mobile phones in her setting.

The childminder has established close working partnerships with parents. She exchanges

daily information with parents verbally upon arrival and collection about children's care, activities enjoyed and any achievements. The childminder also shares her written policies and procedures with parents so that they are aware of how her childminding service operates. The childminder has established links with other settings that children attend which ensures consistency in their care and learning.

The childminder has reflected on her childminding service. For example, since her last inspection she has reviewed and amended some policies and procedures and does this regularly to ensure that they reflect her practice. She evaluates activities and resources regularly to ensure that they continue to meet the needs of the children attending. The childminder is keen to address the breaches and weaknesses identified during the inspection and she plans to attend further training to enhance her setting and the outcomes for children further.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children remain in the childminder's care at all times, unless in the care of a registered assistant and the parents have given consent for their child to be left with the childminding assistant (compulsory part of the Childcare Register)
- ensure that a daily record is maintained of the names of the children being cared for on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure that children remain in the childminder's care at all times, unless in the care of a registered assistant and the parents have given consent for their child to be left with the childminding assistant (voluntary part of the Childcare Register)
- ensure that a daily record is maintained of the names of the children being cared for on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	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

Unique reference number	EY409921
Local authority	Bexley
Inspection number	946544
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11/11/2010
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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