

<b>Inspection date</b>	24/02/2014
Previous inspection date	28/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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 gives high priority to children's communication and language skills.
- The childminder's understanding of children's individual needs effectively enhances their care, learning and development through a good balance of child initiated and adult led activities.
- Children are cared for in a safe and secure environment where comprehensive risk assessments ensure their ongoing health and safety.
- Children form secure attachments demonstrating good levels of belonging, confidence and independence as they become absorbed in the wide variety of toys and activities.
- There are effective partnerships with parents and the daily two-way flow of communication ensures that parents can fully support their child's learning and development at home.

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

- Partnerships with other providers who care for children are not yet securely established to develop consistency in learning.
- Hand drying practices do not protect children from the risk of cross infection.

## 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 took into account the views of parents through written questionnaires, references and comments on progress records.
- The inspector checked a few key pieces of documentation such as attendance records, child records and accident and medication records.
- The inspector discussed the childminder's reflective practice and self evaluation.
- The inspector observed the childminder interacting with children during play and routine activities.
- The inspector looked at children's observation, assessment and planning documents and discussed how these are used to support children's individual learning and development.

## Inspector

Lara Hickson

## Full report

### Information about the setting

The childminder registered in May 2008. She lives in a three bedroom extended house in Welling in the borough of Bexley with her two daughters aged 14 and 10 years. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outdoor play. There are currently three children on roll, all of whom are in the early years age group. All children attend on a part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks with children to and from local schools and visits the local library, toddler groups and parks.

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

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

- continue to develop systems that link with all other providers to ensure continuity in children's learning and development
- promote children's good health more effectively, for example, by improving hand drying procedures to minimise the spread of infection.

### Inspection judgements

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

Children make good progress as a result of the childminder's effective teaching methods and her understanding of how young children learn. For example, the childminder allows young children to explore and initiate their own play experiences. She is on hand to engage and challenge them, stepping in when they require encouragement or additional support. The childminder has effective observation and assessment systems, which she uses well to plan challenging and interesting learning experiences to meet the individual needs of children. The childminder competently assesses where children are when they start with her by completing an initial baseline assessment. This enables her to effectively plan the next steps in children's learning to promote their ongoing development. Initial activities are planned using this assessment and using information obtained from a parental questionnaire on what their children enjoy, their current interests and what they can already do. The childminder has extensive observation and tracking systems in place and uses these effectively to plan for each child's interests and current stage of learning. The childminder will use her observations and tracking systems to complete the progress checks for children aged between two and three years of age when appropriate.

The childminder demonstrates a good understanding of the learning and development

requirements of the Statutory Framework for the Early Years Foundation Stage. Children play with a wide selection of age appropriate toys and resources. These are easily accessible to promote children's learning and development across all areas of learning. The childminder uses walks to local amenities, such as the library and parks to extend children's concepts of their local community, the world around them and road safety. The childminder supports younger children effectively in the three prime areas of communication, personal and physical development. Children demonstrate confidence and self esteem as a result of the childminder's support and encouragement as they attempt new skills or say new words. The childminder gives high priority to developing children's communication and language skills. She demonstrates a good understanding of how important it is to encourage early speech. The childminder extends vocabulary well during play activities and when sharing books, introducing and repeating new words continually to extend language skills. She enhances children's use of mathematical language well during play activities and daily routines. For example, when looking at books with children she encourages them to count objects and she incorporates size and recognition of number in her discussion with children. The childminder feels that incorporating learning into children's interests really supports their ongoing development. For example, one child is fascinated by trains and so when looking at a favourite train book she encourages the child to count by counting up to six, and is delighted when the child repeats 1,2,3 to her.

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

Children form strong emotional attachments with the childminder due to the effective settling in procedures in place. At the start of each child's placement these are discussed and agreed with parents in line with children's individual needs and parental circumstances. The childminder discusses children's individual needs, daily routines and current interests with parents during these initial sessions. This enables her to engage children in activities they are interested in which she feels supports the settling in process. As a result of this, children are happy in the childminders care, using her as a secure base from which to explore her warm, welcoming home. Children independently choose activities and their behaviour is good as a result of the childminder's consistent support.

The childminder has effective systems in place to help children feel and keep safe. Comprehensive risk assessments are completed to ensure that the children are able to play in safe environments both within the childminders home and on outings in the local community. Daily visual checks are undertaken by the childminder to ensure children's ongoing safety. Safety equipment in the home setting is used well to minimise risks to children. For example, the childminder has safety gates at both entrances to her kitchen to restrict unsupervised access to the kitchen, front door and stairs. She also provides gentle reminders to children to reinforce safety concepts. For example, when children try to climb on a swivel chair the childminder explains that this is unsafe as they may hurt themselves. The childminder has a valid paediatric first aid qualification ensuring that appropriate first aid is given in an emergency. She is aware that if she decides to work with an assistant she would need to ensure that the assistant has completed paediatric first aid training prior to being left unsupervised with the children for short periods, up to two hours a day. She has robust procedures for recording the administration of medication and accidents

and these are comprehensively shared with parents.

Generally the childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. For example, the childminder reminds children to wash their hands before meals, after using the toilet and prior to cooking activities. However, children use a communal towel in the bathroom area which does not fully prevent the possibility of infection spreading in the setting. Children develop an understanding of the importance of fresh air, exercise and a healthy diet. The childminder ensures that she provides them with a nutritious, well balanced diet that incorporates plenty of fresh fruit and vegetables into their meals. For example, they eagerly tuck into a spaghetti bolognese which incorporates a large selection of 'hidden' vegetables. The childminder liaises with parents to ensure that she can meet individual dietary requirements. The parental questionnaire she has introduced asks parents about food likes and dislikes and the childminder ensures that she has information on any cultural or religious restrictions.

The childminder promotes children's independence by encouraging them to manage self-care independently. For example, where age appropriate they put their own coats and shoes on and she encourages them to manage their toileting needs. This supports their preparation for the move onto nursery and school. Children's sleep routines are followed in full consultation with parents during the settling-in sessions. This helps to ensure that children rest in line with their individual requirements. Children take part in activities to promote their physical development such as walks in the local community to the library and parks. Although the childminder has to drive to some nursery collections she parks a short walk away to enable the children to gain some fresh air and exercise. The childminder also uses these opportunities to encourage children's understanding of road safety. As a result, children are supported to understand the importance of healthy lifestyles.

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

The childminder demonstrates a good understanding of her responsibilities with regards to safeguarding children. She shares her safeguarding policies and procedures with parents. These fully outline the childminder's responsibilities with regards to recording and reporting any concerns relating to child protection. The childminder has also refreshed her knowledge on child protection since her last inspection by completing a safeguarding course. Contact details are to hand of her local safeguarding team and the emergency duty team. Children are never left alone with people who are not vetted. There are clear procedures in place regarding the safe arrival and collection of children. For example the childminder does not release a child to anyone not authorised by their parents to collect them. The childminder regularly practises the fire evacuation drill to teach children the procedures to follow in the event of an emergency. These procedures ensure that children are protected while at the childminding provision.

The childminder a positive attitude towards the ongoing development of her childminding

service. She has effective systems in place to monitor and reflect on her provision. For example, she collects parental views on her service through questionnaires. The childminder constantly evaluates her practice and makes alterations to ensure that she continues to offer a good service. All previous recommendations have been effectively met. The childminder has also completed a number of additional courses such as early assessment of need, safeguarding and food hygiene. The childminder demonstrates an ongoing commitment to developing her professional development through further training and through liaison with other childminders. This shows her positive attitude towards driving improvement.

The childminder has effective systems to develop close partnerships with parents and carers. She obtains valuable information from parents during the settling-in sessions and uses this in conjunction with her initial observations to plan activities that effectively interest and challenge children. The childminder shares a written daily sheet with parents to inform them of their children's day and the activities they have enjoyed. She also shares children's developmental profiles and tracker books with parents which enables her to fully involve parents in their children's learning. Parents are happy about the care their children receiving with positive comments in thank you letters. These include 'She is professional, caring, flexible and knowledgeable and 'She has been known to go the extra mile if necessary'. The childminder understands the importance of developing links with other early year's settings that children attend and has started to develop these partnerships. However currently these are not fully developed to support continuity in children's care and 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>	EY371603
<b>Local authority</b>	Bexley
<b>Inspection number</b>	931182
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/07/2009
<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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