

Inspection date	13/01/2014
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 quality of teaching is good as children are supported to progress well overall in all areas of learning.
- Children are happy and content due to the bond they have with the childminder.
- The childminder has a good understanding of the requirements to notify Ofsted of any changes. This helps to safeguard children.
- Clear and concise boundaries are set and are taught well to the children. As a result they behave well.

It is not yet outstanding because

- During snack times the childminder does not fully develop children's self-help skills as they cannot always prepare their snacks themselves.
- Hygiene procedures are not always constantly followed to consistently develop children's good personal hygiene skills.

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 activities in the main playroom.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector spoke with the childminder and observed practice with regards to safeguarding.

Inspector

Rebecca Hurst

Full report

Information about the setting

The childminder was registered in 2003. She lives in Orpington with her husband and two adult sons. The majority of the house is used for childminding and there is a fully enclosed garden for outside play. The family has one cat, one dog and some fish as pets. The childminder attends local groups in the area and the local children's centre.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, of whom one is in the early years age group. The childminder holds a qualification in early years at level 3.

What the setting needs to do to improve further

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

- enhance children's self-help skills by looking at ways they can be more involved in preparing their snacks
- review the procedures for hand washing to consistently promote good hygiene procedures.

Inspection judgements

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

Children make good progress in their learning and development. The childminder provides a good standard of childcare practice by creating a vibrant, safe and enriching environment where children can play, learn and develop. She promotes learning well because she provides a good range of activities and experiences covering all areas of learning. This effectively supports children as activities are interesting and individualised to meet their specific learning needs.

Children's personal and social development is nurtured well by the caring and supportive childminder. She takes time to settle the children into the setting and helps them to understand their feelings and how they can change. Children enjoy snuggling into the childminder when they get tired and need some reassurance during play.

The childminder promotes children's physical development in the indoor and outdoor environments. All children participate in outdoor activities daily, such as playing in the well-resourced garden. However, during everyday routines, such as helping to prepare food at mealtimes is not fully in place to enhance children's physical development. For example,

the childminder peels satsumas for children although they could attempt this for themselves.

The childminder takes time to sit with children when they play. The childminder supports children extremely well. She sits with them during their play and supports their all round learning and development very well. The childminder also works closely with the parents to support the children's routines in order to meet their individual needs.

The childminder greatly nurtures children's vocabulary through everyday activities and through the good use of resources. The childminder uses these highly successfully to promote children's learning of English and to make sure they settle in well. All planning is individual for each child and takes into account their interests. The childminder successfully links these to the learning intentions, which she uses to help children make progress across the areas of learning. The childminder uses relevant early years guidance in her practice to support children's progress and to highlight the next steps in their development. The good planning systems ensure a balance of child-initiated and adult-led activities. The parents are fully involved in the planning. They discuss during feedback with the childminder what they have been doing at home and what the children are currently interested in. The childminder then uses this information in the planning to make activities fun and interesting for the children.

The childminder is fully aware of her role in completing the progress check for two-year-old children and shares a written summary of these with the parents. This allows them to see what the childminder is currently working on and the good progress the children have made from their starting points.

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

The childminder demonstrates a highly positive approach towards inclusion. She works closely in partnership with parents to meet the individual needs of all children. The childminder shows a comprehensive understanding of each child's unique needs and has detailed information on child record forms of individual requirements. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of the cultural backgrounds of children attending the setting.

The childminder works closely with the parents to find out about the children's individual needs. These are then used successfully to settle them into the childminder's home. The childminder works well with other agencies caring for children such as local pre-schools. This provides continuity of care for the children. The childminder is highly consistent in her approach to behaviour management. Clear and concise boundaries are set and are taught well to the children. The childminder talks gently to the children to explain the differences between right and wrong. Given the children's ages and stage of development, they are all very well behaved.

The children have access to a well-stocked garden that has resources that successfully promote and enhance the children's physical development. The childminder makes good

use of local parks and play groups for children to enhance their physical development. The childminder has secure and effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. The childminder teaches the children about safety when they are playing with their toys. She reminds the children to be careful when reaching for the toys that have fallen onto the floor when they are on the sofa. The childminder carries out fire drills on a regular basis so children are aware of what to do in the event of an emergency.

Documents and written assessments show that children wash their hands at appropriate times. However, on the day of inspection this was not consistently the case because children did not wash their hands before eating their snack. Therefore, procedures to help children understand how to remain healthy were not always reinforced.

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

Leadership and management of the setting are strong. The childminder works closely with the parents to bring about the best possible outcomes for the children.

The childminder's systems for self-evaluation are good and she is able to identify her key strengths and show the areas she is currently working on to improve the outcomes for children. The parents share their views through verbal feedback and through regular questionnaires. The childminder uses this information effectively to shape the service that she provides. The childminder works closely with the local authority who also assess her practice and highlight areas for her to work on. The childminder looks at the feedback given from these and uses it to plan training. This has a positive effect on the children through the activities she is able to offer after attending training events. As a result, the service is highly responsive to its users.

The childminder has a strong understanding of child protection and how to safeguard the children in her care. She meets all safeguarding requirements effectively. Robust risk assessments are in place for both the home and for all outings the children undertake. Children are well supervised across all areas of the home and when on outings.

The childminder works very closely in partnership with the parents. Parents regularly share children's learning at home with the childminder and she uses this information to enhance the children's individual learning needs. The childminder is fully aware of working with the other agencies caring for the children. Both the childminder and the pre-school will share if they have concerns over areas of the children's learning and development.

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	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	EY232762
Local authority	Bromley
Inspection number	947061
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	13/10/2010
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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