

Inspection date	25/03/2014
Previous inspection date	18/02/2009

The quality and standards of the early years provision	This inspection:	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

- Children's vocabulary and communication skills are enhanced skilfully by the childminder during daily routines and play activities.
- 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.
- Children are happy, settled and show a strong sense of belonging. They have formed close attachments with the childminder and other children.
- Children are cared for in a secure and safe environment where effective risk assessments ensure their ongoing well-being. The daily routines and outings enhance children's understanding of how to keep safe.

It is not yet outstanding because

- 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 checked a few key pieces of documentation such as child records, attendance records and accident and medication records.
- The inspector looked at children's assessment records and discussed with the childminder how she uses these to support children's progress and development.
- The inspector reviewed and discussed the childminder's reflective practice and self-evaluation.
- The inspector took into account the views of parents.
- The inspector observed the childminder's interaction with the children.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder was registered in 2005. She lives with her husband and two children aged 10 and nine years in Crayford in the London Borough of Bexley. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family has three cats.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll whom the childminder is minding on a part-time basis.

What the setting needs to do to improve further

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 and extends children's learning through her supportive interactions during play activities and through her clever use of open-ended questioning. This challenges and stimulates children's individual learning well and supports them to progress to the next stage. For example, when children are playing with a shape sorter the childminder encourages them to identify the names of some simple shapes such as circle and triangle. She praises a child enthusiastically when they are able to identify a triangle and a diamond. Children are able to independently select from the range of resources available due to the way the childminder has stored these activities and toys. This enhances children's decision making skills and allows them to be actively involved in their learning. The range of activities and outings offered by the childminder enables the children to extend their learning in different social situations and environments. For example, the childminder uses outings to local amenities, such as parks, toddler groups and to watch the boats on the River Thames, to extend children's concepts of their local community, their social skills and the world around them.

The childminder demonstrates a clear understanding of how young children learn through play and uses her observations of children during play activities to plan effectively for their individual next stage of learning. The childminder is clear about the stage children are at, and how she helps them to progress and develop. For example, she encourages babies to crawl by moving objects just out of their reach to encourage their physical development. At the start of each child's placement, activities are planned using information obtained

from parents and from the childminder's initial observations and assessment. This enables the childminder to understand what activities children enjoy and their current capabilities. Assessments show that children make good progress in their learning and development in relation to their starting points and this is shared with parents.

The childminder supports children's personal, social and emotional development well. Her encouraging, caring manner enhances the children's confidence as they attempt to develop new skills. For example, when children are learning to count and identify colours and shapes during play activities she supports and praises their attempts. The childminder gives high priority to children's language and communication. She talks to children during play and routine activities, enhancing their vocabulary and asking them open-ended questions to extend their understanding. When children pronounce a word incorrectly, the childminder repeats the word correctly during her conversation, which ensures that children do not feel as if they have made a mistake. For example, she repeats the word 'blue' correctly when children say 'bue' instead. Children's literacy skills are generally being supported well by the childminder. She encourages their early writing skills by providing a range of age appropriate items to make marks such as crayons, pencils and felt tip pens. There is a range of books that support children's development of language and vocabulary and children choose books to look at with the childminder. However, although there is a wide range of books available there are few examples for children to see print in meaningful situations.

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

Children are happy, settled and display a strong sense of belonging. They have formed close attachments with the childminder and other children. Information from the registration forms and discussions with parents during settling-in sessions enable the childminder to be fully aware of children's individual needs.

Safety is given a high priority by the childminder. A comprehensive risk assessment system is in place to ensure that children are cared for in a safe environment. The childminder supervises children extremely well during activities within her home and on outings in the local community. For example, on the school run the childminder uses high visibility jackets to ensure that she can supervise the children effectively. Children learn how to keep themselves safe with support from the childminder. For example, when a child rolls the rug in the lounge with her foot the childminder explains that this may cause an accident if a child or the childminder trips over it. She rolls the rug flat again and discusses how much safer this is. When out in the local community on outings or on the school run the childminder introduces the children to appropriate road safety through explanations and by role modelling how to cross roads safely. 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.

Behaviour is managed well by the childminder and suitable age-appropriate strategies are used to manage any inappropriate behaviour. The childminder sets clear, consistent

boundaries so that children know what is expected of them. For example, the childminder has introduced a rule that children do not play with particular toys such as football cards in her home as this has caused arguments amongst the older children. She gently reinforces this rule with children when they forget it and start playing with their cards. The childminder shares her written behaviour policy with parents so that they are aware of her behavioural expectations. Children are supported to develop key skills such as sharing and turn taking during play activities, which helps them prepare well for their eventual move to school.

The childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. Hand drying systems further reduce the possibility of infection as children use disposable hand towels in the bathroom area. The childminder encourages children to develop an understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy a healthy, well-balanced selection of meals and snacks, which are in line with their individual dietary requirements and parental wishes.

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

The childminder demonstrates a very good understanding of procedures she would follow with regards to recording and reporting any concerns relating to child protection. The childminder has written policies in place regarding safeguarding children and shares these policies with parents to ensure that they are fully informed of her responsibilities to the children she is minding. Since her last inspection the childminder has updated her safeguarding training and has completed the Bexley Early Assessment of Need (BEAN) training, which ensures that she remains up to date with current local guidelines. Suitability checks have been carried out on all adults living in the home. 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. These procedures ensure that children are protected while at the childminding provision.

The childminder has established positive relationships with parents and carers and keeps them informed about their children's care and learning. Parents demonstrate they are happy with the care their children receive. Comments in emails and in references include, 'we are very pleased with the level of care our child receives' and 'the care she provides has been invaluable'. The childminder liaises with parents verbally upon arrival and collection to share information regarding individual needs, activities undertaken and any new achievements. She uses daily contact forms for younger children although this generally provides an overview of their care routines. The childminder also shares observations, assessments and photographs of their children enjoying different activities. This enables parents to be involved in their child's learning and development and work together to enhance children's next steps. At the start of each child's placement, the childminder shares her policies and procedures with parents so that they are fully aware of

how her childminding setting operates. She provides parents with additional policies as and when she amends or introduces new policies. The childminder demonstrates an understanding of the need to work in partnership with other settings children attend and has good links in place with the local school where she collects children. She has liaised with the school regarding appropriate reading material for older children and has introduced a policy asking for parents to ensure that any books brought to the setting by children are age appropriate. The childminder feels that these procedures fully safeguard the older and younger children in her care.

The childminder demonstrates a positive commitment to her personal development, undertaking further training courses to develop her knowledge. Since her last inspection she has completed a number of additional courses and feels that information gained from these has really supported her work as a childminder. The childminder has effective self-evaluation systems in place to reflect on her practice and these include seeking the views of children and parents. The childminder has identified her strengths and areas for further development, which enables her to maintain continuous improvement. She maintains her records comprehensively and all the required documentation is in place for the safe and effective management of the setting. A range of written policies and procedures clearly underpin the childminder's practices.

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	EY305446
Local authority	Bexley
Inspection number	965418
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	18/02/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

