

Inspection date

Previous inspection date

10/04/2014

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 is caring, kind and friendly. This helps children feel secure, at home and happy.
- The childminder teaches and interacts well with children and actively promotes their learning through play. As a result, children make good progress in their learning.
- The childminder extends children's learning experiences and awareness of the wider world through a wide variety of fun and interesting outings.
- The childminder forms effective links with other settings. They work well together and provide consistency and continuity in children's care and learning.

It is not yet outstanding because

- Although children generally acquire good communication skills, there are some missed opportunities to promote children's widening vocabularies.

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 indoors and outdoors.
- The inspector sampled children's learning records and other relevant documentations.
- The inspector took account of the views of parents from a summary of the childminder's questionnaires and children's communication book.
- The inspector looked at the childminder's self-evaluation form.
- The inspector discussed childcare practices with the childminder.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder registered in 2013. She lives with her two young children in the Blackfen area of Sidcup, Kent, in the London Borough of Bexley. The whole of the childminder's house is used for minding and there is an enclosed garden for outside play. There are two children on roll. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools to take and collect children and attends the local parent/toddler group. The family has a dog.

What the setting needs to do to improve further

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

- extend children's vocabulary by model building sentences and introducing new words to further develop children's communication skills.

Inspection judgements

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

The childminder has good procedures for settling children in quickly. She works closely with parents and encourages them to share what they know about their children's interests and abilities. The childminder uses the information effectively, to help children settle and establish their starting points. As a result, children show a strong sense of belonging at the childminder's home. The childminder has good observation and assessment systems that enable her to see if children are achieving as expected. She successfully identifies learning priorities for each child and narrows any gaps in their learning, by providing tailored support to help them progress. The childminder plans and provides activities that meet children's learning needs and covers all areas of learning. The childminder follows the children's interest and takes opportunities to teach and encourage them. For example, she competently helps children develop good mathematical skills. They confidently count the number of scoops of rice they put into the tube and identify the different colours. The childminder makes good use of books to develop children's literacy and communication skills. Children show they are confident speakers as they take part in focus discussions, listening and sharing their views. They turn the pages of the books point to the pictures and talk about different part of the body and keeping healthy. However, although children generally acquire good communication skills, there are some missed opportunities to promote children's widening vocabularies. As a result, their ability to further develop new language skills is not fully extended. The childminder encourages children's movement and sense of rhythm. For example, children enjoy singing nursery rhymes as they make different sounds with different item of resources. The childminder uses the environment well to promote and extend children's individual learning. She helps

the children expand their imagination and recreate different stories and scenarios they have experienced in real life.

The childminder keeps parents well informed about their children's progress. There is a good two-way sharing of helpful information with the use of daily diaries, formal assessments and verbal discussion. The childminder consistently shares the learning records and her termly summary of children's progress across all areas of learning with parents. She informs parents of the learning priorities she has identified for individual children. This gives parents the opportunity to consolidate children's learning at home. The childminder makes effective use of parental observations and ideas to inform her planning. For example, she makes sure she reflects children's current interests at home in her activities. This helps motivate and engage children in purposeful play that holds their interest.

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

The childminder creates a homely environment for children. She is caring, supportive and actively promotes children's emotional well-being. As a result, children form strong emotional attachments with her. They like to sit with her to look at books. Children enjoy playing with her as well as playing independently. They show good levels of confidence and a strong sense of security as they approach other adults. Children show curiosity and interest in their world. The childminder extends this interest by taking children on exciting outings to places such as other local groups. She also provides activities where children develop a good awareness of the need to value diversity. The childminder successfully prepares children for moving on to schools and other settings.

Children explore and investigate freely and engage others in their play. The childminder helps them develop good social skills and manages their behaviour appropriately. As a result, children behave well and willingly share resources. The childminder provides suitable and a good range of clean and stimulating resources ensuring children's safety.

The childminder makes the main play area welcoming and interesting. She praises children for their effort and their achievement, helping to build children's self-esteem. The childminder uses photographs of children taking part in activities, which are shared with parents. The childminder promotes children's health well. Children enjoy daily exercise and active play in the garden and local parks. The childminder helps them develop good physical skills and coordination. She also uses outings effectively to help children develop a sound awareness of how to stay safe, for example, how to cross the road safely.

The childminder encourages children to develop a healthy lifestyle by providing healthy meals and snacks for their children. The childminder models good eating habits by creating a menu that is shared with parents and plans activities that help children learn about keeping healthy. For example, children read stories with the childminder about the body and keeping the body healthy. They adopt good personal hygiene routines such as washing their hands before eating and after using the toilet. The childminder carries out appropriate hygiene practices such as regularly cleaning the toys and play equipment. She

also removes any broken toys; this helps children to develop healthy habits for the future.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and meets them successfully. She maintains all the required documentation that helps support children's safety and welfare. The childminder has completed safeguarding training. As a result, she has an up-to-date knowledge of how to identify and report any possible child protection concerns. The childminder maintains a secure home and makes sure that other adults do not have unsupervised access to children. She carries out daily safety checks and risk assessments that help promote children's safety.

The childminder effectively reviews and evaluates her childcare practices and the educational programme. She makes good use of her assessments to identify whether children are enjoying and achieving as a result of being in her care. The childminder actively seeks the views of children and parents. She considers their views when planning activities and improving the safety of her provision. The childminder works effectively with parents to meet children's welfare needs. She also works very effectively with other settings to promote children's well-being and education. There is a good two-way sharing of relevant information about children's individual needs and achievements. The childminder obtains a good level of useful information about themes and activities that the other settings are planning. She then ensures children have consistency in their learning by planning further activities linked to what they are learning at the other setting.

The childminder shows a strong commitment to the continuous development of her practice, knowledge and skills, through her local authority, network childminder's, and feedback from parents and children. Her support from the local authority has helped her reflect on her practices and produce well-focused plans. As a result, she has made considerable improvements to her provision, which benefits children. For example, she is planning to develop her childminding space in the future to give children immediate access to the garden and more space to explore.

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	EY458284
Local authority	Bexley
Inspection number	943874
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	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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