

Inspection date	21/07/2014
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy and content in the childminder's care. They form secure attachments with her, showing high levels of belonging, independence and confidence.
- There are strong partnerships with parents. The effective daily two-way flow of communication encourages parents to fully support their children's learning and development at home.
- The childminder's clear understanding of children's individual needs effectively enhances their care, learning and development through a very 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 are progressing well, often exceeding their expected developmental bands, supported and encouraged by the childminder.

It is not yet outstanding because

- The childminder does not extend children's learning that print carries meaning within the learning environment.
- 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 looked at children's observation, assessment and planning documents and discussed how these are used to support children's individual learning and development.
- The inspector took into account the views of parents through written questionnaires, comments in learning journals and from references.
- The inspector observed the childminder interacting with children during play and routine activities in the indoor and outdoor environments.
- The inspector checked a few key pieces of documentation, such as attendance records, children's records and accident and medication records.
- The inspector discussed the childminder's reflective practice and self-evaluation.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 1996. She lives with her husband and three children in Sidcup, Kent. She works with an assistant. The ground floor of the childminder's home is available for childminding and there is a fully enclosed garden for outside play. A step leads up to the front door of the property for access. The childminder is currently minding four children in the early years age range and three school age children, all on a part time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She walks or drives to local schools to take and collect children. The family has a dog, a cat and two tortoises as pets.

What the setting needs to do to improve further

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

- provide an environment rich in print where children can learn about signs and labels with words and pictures
- promote children's good health more effectively 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

The childminder provides a bright, welcoming environment where children are happy, and settled. She 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. For example, she organises planned activities in her local community to support children's development further, such as outings to toddler groups where they learn key skills to share and take turns. A weekly outing to the library engages children in song and rhyme, and story sessions, which enhance their language and literacy skills. Children are starting to develop an interest in favourite stories. They become extremely excited when the childminder tells them that she has just ordered a book that they recently enjoyed at their library session. They start to retell the book and giggle together with the childminder as they remember how it goes. The childminder provides support for each child to develop further through well thought out activities and play experiences. She demonstrates a good understanding of how to differentiate activities to meet individual stages of development. For example, she has a wide selection of puzzles of varying complexity and encourages children to play with those that offer appropriate challenge. She engages younger children with inset puzzles that have a variety of different everyday objects and animals and supports their developing vocabulary through asking them what each object is. During cookery activities,

the childminder introduces different methods to measure ingredients dependent on the age of the child. For example, younger children receive support to use measuring cups, whilst older children use measuring scales, which supports their recognition of numbers. As a result of the childminder's effective teaching methods, children make good progress in all areas of their development.

The childminder promotes communication appropriate to each child's level of understanding. For example, she encourages and supports children's language and vocabulary by talking to them as they play, asking them questions to enhance their thinking skills. If a child says a word incorrectly, the childminder repeats words correctly to, but does so in a way that does not affect their confidence and self-esteem. For example, when a child recognises wellingtons boots on a puzzle piece and says 'ellies' the childminder smiles and repeats 'yes wellies'. She cleverly reinforces the word correctly during conversation but without making the child feel that they have made a mistake. The childminder promotes children's literacy skills well. Children enjoy listening to stories with her and have opportunities to listen to and choose new books from their weekly outing to the library. Although there are many books for children to look at and enjoy, there are few other examples of print in their learning environment to show print in meaningful situations, such as word labels on toy boxes.

The childminder's observation and assessment systems enable her to support children's progress thoroughly and to highlight the next steps in their development. The childminder uses a journal to record the activities children have enjoyed and any achievements or milestones. Photographs complement each child's learning journal, enabling parents to see the wealth of activities and experiences children participate in. Every few months the childminder evaluates children's development and provides ideas for the next steps in their individual development, which she shares with parents. This enables parents to be fully involved in their child's learning and to further enhance this at home. The childminder 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 demonstrates a clear understanding of how to implement the progress check for children at age two-years with parents. Her current observation systems will support her well to complete this.

The childminder has established effective systems to share children's learning and development with other early years settings children attend to promote a consistent approach. She obtains parental consent to work in partnership with these settings to support children's ongoing development. The childminder is preparing children extremely well for the next stages in their lives. For example, the current monthly theme is about starting school or nursery and making friends. Children have enjoyed making paper chain friends and to develop key social skills, such as sharing, taking turns and listening to each other. The childminder also gives children lots of choices regarding what they want to play with and where they want to go on outings. This gives children the chance to make decisions and to negotiate with each other, and learn to share and take turns. This really supports their ongoing move to school or nursery well.

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

Children form close emotional attachments with the childminder due to her highly effective settling in procedures. Children are happy and settled in the warm, welcoming family orientated setting. They enjoy exploring a wide range of activities and resources in the indoor and outdoor areas. 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 are developing high levels of confidence and self-esteem because of the warm, welcoming environment the childminder provides. They receive support and encouragement to develop new skills, which the childminder praises as they attempt or master these. For example, when children write their names on the chalkboard in the garden she praises their efforts enthusiastically. Age and stage appropriate resources are easily accessible in both the indoor and garden areas. This enables children to choose with what and where they would like to play, promoting their decision-making skills effectively. The childminder supports children to behave well by outlining appropriate behaviour and providing gentle reminders if children display any inappropriate behaviour. For example, she reminds children to share the resources fairly and later children remind each other as they play, that the childminder's rule is to 'take turns and share'. The childminder supports children to form positive relationships with their friends, so they develop key social skills, such as being kind to each other, sharing and turn taking. For example, the childminder actively promotes children taking turns when skipping in the garden and encourages them to all help to turn the rope. She turns this into a game where children jump over the rope twice and then run round and turn the rope for a friend before they rejoin the queue for jumping over the rope again.

The childminder supervises children extremely well during activities within the indoor and outdoor environments. This effectively supports children to feel and keep safe. Comprehensive risk assessments are in place and these include a daily checklist, with more extensive monthly checks to ensure the ongoing suitability of the childminding setting. The childminder reviews these regularly to ensure that she identifies any hazards and so that she can take appropriate action to minimise the risks to children. For example, recently she replaced a buggy after assessing that it was no longer safe to use. The childminder involves children in a range of different activities that support them to learn about safety. For example, they participate in a monthly evacuation procedure, which enhances their understanding of how to keep safe in the event of a fire. The childminder maintains comprehensive records of any accidents children sustain whilst in her care, and she has clear procedures for the administration of medication. This ensures that she promotes children's health effectively. The childminder holds a paediatric first aid qualification enabling her to provide appropriate care in the event of an injury or illness.

The childminder promotes children's health and well-being well. She supports children to develop a good understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. She encourages children to develop independent hygiene routines from an early age. For example, all children wash their hands before meals and after using the toilet. The childminder talks to them about

having clean hands before eating or preparing food. However, children use a communal hand towel that, although the childminder changes each day, does not protect children from the risk of the spread of infection. The childminder is fully aware of children's individual dietary requirements and provides meals and snacks that effectively meet these. She organises regular cooking activities to encourage children's involvement in preparing meals, trying new tastes and incorporating language and mathematical concepts. Children have enjoyed making homemade pizzas, pancakes to celebrate Pancake day, and chocolate chip cookies to celebrate American Independence day. This also supports their understanding of the world around them, as they taste different food from a variety of cultures and countries. The childminder promotes children's physical skills well in both the indoor and outdoor environments. They enjoy learning to skip, and to use scooters and sit and ride cars independently, with the childminder providing them with ideas of how they can develop these new skills.

The childminder works closely with parents to promote children's health and self-care. For example, she helps children to develop confidence as they become more mobile, to feed themselves independently and to be ready for toilet training. Children are encouraged to learn about their own safety. For example, they understand to sit down whilst they are eating and to tidy some toys away to prevent tripping hazards.

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

The childminder demonstrates a clear understanding of her responsibilities in meeting all the Early Years Foundation Stage requirements. As a result, she is able to meet children's safeguarding and learning needs well. The childminder demonstrates a good understanding of her responsibilities to safeguard the children she cares for. She has completed child protection training and understands the procedures to follow should she have a concern about a child in her care. Clear policies and procedures demonstrate her commitment to safeguarding children. For example, she has a comprehensive understanding of the safe use of cameras and mobile phones in her setting, with clear procedures to reflect this.

The childminder demonstrates a positive attitude towards the ongoing development of her childminding service. She regularly monitors the effectiveness of her educational programme and the toys and activities she provides to ensure they engage and challenge children. She supports children in activities across all areas of learning, which helps them to make progress. Since her last inspection, the childminder has completed a number of additional courses, which has enhanced her knowledge of childcare and education further. These include the Early Years Practice Status and Makaton training. Regular discussions with children and her continual evaluation of activities and outings ensures she provides activities and experiences that are age appropriate, interesting and challenging for all children. The childminder makes changes to her provision as required, ensuring that outcomes for children are continually improving. For example, she recently evaluated her garden playhouse and concluded that it does not meet the changing needs of older children. As a result, she has purchased a larger wooden one for these children to enjoy.

This has led to children using one as a shop and the other as a house and has led to some valuable role play.

The childminder has developed close partnerships with parents and carers. Parents are extremely positive about the care that their children receive. Comments include 'I am completely happy with the way that my children are cared for' and 'she makes being a working mum an enjoyable and easy process, we have such an amazing childminder'. The childminder supports children to prepare for the transfer to nursery well. She includes regular outings to toddler groups, which encourages children's social skills as they mix with other children in a group situation and experience different environments. She also discusses the changes that they will undergo at nursery or school and how exciting it will be. For example, at lunchtime she encourages older children to come and collect their plates from the kitchen and discusses how at school they will need to carry their own plates or trays with their lunch.

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	115450
Local authority	Bexley
Inspection number	813500
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	27/01/2009
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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