

Inspection date	28/07/2014
Previous inspection date	23/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder knows the children and meets their care needs very well.
- The childminder supports children in learning and understanding healthy and safe practices to further support independent learning and personal awareness.
- The childminder works together with other practitioners and external agencies well to support children in making sound progress in their development.
- The childminder establishes strong partnerships with parents which benefits the children's welfare and learning and development.

It is not yet good because

- The childminder is not able to demonstrate how she meets ratio requirements as she has not kept or maintained the attendance register.
- The childminder does not fully understand the ratio requirements and on occasions she has been caring for too many children in the early years age group.
- The childminder does not plan challenging activities to support children's next steps for learning effectively so they make good progress.
- The childminder does not always build on children's understanding of number and quantity or letter sounds to support their mathematical and literacy 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 looked around the home and at the range of equipment and toys available for children to play with.
- The inspector observed the interaction between the childminder and children. The inspector also discussed how the childminder supports children in making progress in their learning and development.
- The inspector looked at children's assessments records and how parents are involved in their children's learning and development.
- The inspector sampled a range of documentation including policies and procedures.
- The inspector discussed the childminder's self-evaluation and how she drives and secures improvement.

Inspector

Justine George

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband in Crayford, Kent. The home is within walking distance of schools, pre-schools, parks and other local amenities. Children use the ground floor area of the home and use the garden for outdoor play. There is an upstairs bathroom. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for six children, of whom, four are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the record of attendance is retained for a reasonable period of time and that it is completed on a daily basis
- plan learning experiences tailored to the individual needs of all children and share this information with parents in order to support each child's next steps more effectively and maximise their overall progress.

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

- plan and provide more experiences for children to develop their understanding of number and quantity and to learn how to solve simple problems to support their mathematical development
- encourage children to use their phonetic knowledge in a range of situations to support their literacy development.

Inspection judgements

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

The childminder provides a wide range of toys and activities for children to explore to capture their interests. Children enjoy playdough, drawing, various arts and craft activities and small world play. This helps children to explore and make sense of the world around them and develop their imagination. Children enjoyed playing with dough, using a range of tools and their hands to manipulate it, developing their eye and hand coordination. The childminder is developing her range of resources to promote literacy; there are story sacks and different puppets for children to use. There is a good selection of books for children to

enjoy, helping them to develop and enjoy literacy. Children are handling books correctly and are beginning to point to words, understanding that print conveys meaning. Children recognise letters and numbers and count in order to 30. However, the childminder does not plan consistent experiences to further support children's literacy skills using phonics or simple number problems to develop their mathematical understanding further.

Children visit the local park and explore the garden to develop their physical skills. They show confidence in using larger climbing equipment where they develop their balance and coordination. Young children have plenty of clear space to practise their walking, or to push dolls around in the buggy, helping them become more mobile. Children enjoy using electronic toys to understand how simple technology works and are developing their mathematical skills. Some children are able to tell the time and explain their understanding, using good language skills. Children explained how 'if the big hand is pointing to the twelve and that one to the nine, it is nine o'clock'. Children choose activities independently, following their interests so that their learning is purposeful. They are able to complete jigsaw puzzles independently, paying attention to details which helps them to match pieces correctly.

The childminder observes and records what children can do and takes photographs of the experiences they explore. These show that children experience a broad range of learning and that they are making sound progress in most areas of their learning and development. The childminder plans the next steps to help children make progress. However, the next steps are broad and lack focus for planning. As a result, the childminder has not thought specifically about what it is she actually wants each child to achieve next so they make good progress in all areas of learning.

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

Children are well behaved and are respectful to each other. They consistently use their good manners of please and thank-you when appropriate. Children are able to communicate their thoughts and needs showing confidence and good language skills. Children are secure in the childminder's care and have high levels of self-esteem. This is because the childminder has developed warm and caring relationships with them. The childminder praises children to help boost their confidence which they respond well to. Children manage their personal needs independently. In addition, they have good opportunities to socialise with other children through visits to other childminders and groups within the community. All of this helps children to develop skills for the future as they are able to face different challenges, such as starting school.

Children are well supported in learning safe and healthy practices. Children know to wash their hands after going to the toilet, commenting that it is because 'the toilet is dirty'. They talk about healthy food which is good for their bodies. They enjoy drinks and a range of fresh fruits and talk about strawberries, blueberries and grapes being their favourite. The childminder finds out about children's health and dietary needs, meeting these efficiently. As a result, children's health is well promoted. Children understand how to keep themselves safe. This is because the childminder talks with children to help develop their

understanding. Children learn about their bodies and privacy. In addition, the childminder talks with children about their experiences to help children find ways to care for themselves. Children know that when using sharp equipment, you have to look at what you are doing so you do not cut yourself.

Children have good opportunities to develop active lifestyles and their physical skills to support their health and physical development. They use a good range of toys such as buggies which they push around the garden negotiating space. Children use the trampoline and different toys to develop their coordination. Children play with bats and balls and ride on bicycles.

The childminder cares for children sensitively if they are unwell and contacts parents so they are fully informed of their child's well-being. The childminder's procedures for sickness help to reduce the spread of infection and promote children's health.

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

The childminder has generally good knowledge about the safeguarding and welfare requirements. Most of the required documentation is in place and children are cared for in line with parents' preferences. In addition, children's safety and welfare is, in the main well fostered. However, the childminder lacks a good understanding about the required ratios and there are occasions when she has been caring for more children than she is allowed. In addition, the childminder is unable to provide evidence of how she meets ratio requirements. This is because she has not kept or maintained records of children's attendance, as set out in the requirements for the Early Years Register and the Childcare Register. However, the childminder demonstrates that for continuity of care, she is able to meet the needs of all children.

The childminder has revised her procedures for ensuring children's safety since her last inspection. For example, she has improved fire evacuation procedures and how to safely transport children in a car. Therefore, the care of children has not been compromised and their needs are met. The childminder has improved her knowledge of safeguarding child protection procedures. She has attended training and her written policy provides good information for her to use in her practice and to share with parents. She understands her responsibilities in ensuring children's welfare, sharing any concerns she may have with the children's social care team. This helps to protect vulnerable children.

Since the last inspection, the childminder has indentified ways to drive and secure improvement. The childminder continues to make sound progress in developing her knowledge of the learning and development requirements. She now observes children's achievements and is able to show the progress children make in relation to their starting points. The childminder tracks children's learning and broadly plans the next steps in their learning. This is beginning to have a positive impact on children's learning and development. The childminder is keen to develop this further by having a sharper focus on planning the next steps for children.

The childminder has developed effective partnerships with other adults involved in the care of children. She meets with children's key people which enables her to find out how they are supporting the child's learning and development. She complements this in her setting, providing one-to-one support. The childminder works with health care professionals and attends appointments in order to support children effectively. In the main, partnership with parents is effective. She seeks good information from them when their children first start in her care. As a result the childminder is well informed of their needs and the starting points in their learning and development. The childminder communicates with parents effectively through texts and verbal communication on a daily basis. As a result, parents are well informed of their child's well-being. The childminder shares her assessments with most parents and invites their contributions. However, this is not consistent for all parents and for some, they are not aware of how the childminder intends to support their child's next steps for learning. Therefore, not all parents are involved in supporting their child's learning and progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance and retain these records for a period of two years (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance and retain these records for a period of two years (voluntary part of the Childcare Register)

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	115449
Local authority	Bexley
Inspection number	842688
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23/04/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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