

<b>Inspection date</b>	24/09/2014
Previous inspection date	24/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 develop good relationships with the childminder and each other.
- Children take part in a wide variety of interesting activities and experiences according to their age and needs. This helps them make good progress in their learning and development.
- The childminder works closely with parents and keeps them well informed about their child.
- The childminder takes prompt and effective steps to make any necessary changes to meet requirements and is committed to providing a good quality service.

#### **It is not yet outstanding because**

- The childminder does not organise some resources fully effectively to encourage the younger children to choose things for themselves.
- Opportunities for children to explore and investigate outdoors are not fully extended.

## 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 children taking part in activities.
- The inspector had discussions with the childminder.
- The inspector looked at children's records, risk assessments, attendance records, self-evaluations and other relevant paperwork.
- The inspector looked around the premises.
- The inspector read questionnaires from parents and children and took account of their views.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her partner and three children. The family live in a three-bedroom house in Orpington, within the London Borough of Bromley. They have four dogs, a cat and a tortoise. The downstairs of the house is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children aged under eight years on roll, one of whom is in the early years age range. The childminder also cares for three children aged eight years and over. She has a level 3 childcare qualification.

### What the setting needs to do to improve further

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

- extend opportunities for younger children to choose their own resources, to further promote their choice and independence
- provide further opportunities for children to use resources such as magnifying glasses when exploring outdoors, to further support their understanding of the world.

## Inspection judgements

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

The childminder welcomes all children into the setting. She gathers as much information as possible about each child's background, starting points and needs before they start. She asks parents to fill in detailed All About Me forms and talks to them as children settle in. This helps her get to know children well so that she can provide all the support they require. The childminder makes regular observations of children's achievements. She plans a wide variety of interesting activities that build on their interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. The childminder works closely with parents and keeps them well informed. She talks to them every day and keeps them up to date with her observations and children's next steps. This helps ensure parents are effectively involved in their child's learning.

The childminder shows a good understanding of how to support children's learning and development through play. She helps children learn a range of useful skills that prepare them well for the next stage of learning and for school. She encourages children to do things for themselves, such as putting on their own shoes and gives praise when they

achieve this successfully. She skilfully promotes their communication skills when she talks to children as they play. She asks questions to build their vocabulary and extend conversations. The childminder makes sure children have access to a range of materials for early writing to support their literacy skills, such as chalkboards, crayons and big brushes for water painting outside. She makes good use of daily routines and activities to promote children's understanding of shape, size and number. During the inspection, she encouraged children to count out the blueberry pieces in a game and children enjoyed working out how many were left as they pretended to eat one piece at a time. The childminder talked to them about the shape of the watermelon pieces and children learnt how two semi-circles form a full circle. The childminder gives children the time and support they need to solve simple problems for themselves. For example, she encouraged children to persevere with tasks, such as moving all of the sand to one end of the tray, even when they found it challenging and gave praise when they achieved their goal.

The childminder plans interesting opportunities for children to explore the natural world. Children enjoy picking blackberries and making camps with sticks during a walk in the woods. They were interested to discover tiny snails when playing outside in the garden. However, the childminder does not have resources such as magnifying glasses available to enable children to examine things closely and fully extend their learning. Children benefit from a balanced daily routine and are well stimulated throughout their time with the childminder.

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

Children are confident and settled in the childminder's home. They have good relationships with the childminder, who is warm and affectionate towards them. The childminder follows children's home routines when they start to help them settle in and is sensitive to their needs. This supports children's emotional and physical well-being and prepares them well for transitions and changes in their lives. Children respond well to the childminder's calm, gentle approach. They quickly learn the rules and expectations of the setting. The childminder agrees a shared approach to managing behaviour with parents where needed. This provides consistency for children and helps them behave well.

The childminder now makes thorough risk assessments of the home to keep children safe. She ensures that she cares for children in a separate area away from any building work or decorating where necessary. The childminder completes daily checks of play areas and the garden to make sure that children can play safely. She makes sure precautions are in place as needed such as safety gates, and that any hazardous items are out of reach to children. The childminder supervises children vigilantly and makes sure that they are always within her sight and hearing. Children learn about risks and how to keep themselves safe when the childminder reminds them how to use outdoor equipment safely. They take part in regular fire drills so that everyone knows what to do in an emergency. The childminder provides a good variety of age appropriate resources for children that stimulate and engage them. Older children can select their own toys and activities from the cupboards. This helps them grow in independence. The childminder has started to create a board with photographs of toys to help younger children make choices.

However, resources are not currently organised fully effectively to allow younger children to select things for themselves to further promote their independence.

The childminder promotes children's health well. Children learn to manage their own personal needs when they wash their hands before they eat, using the liquid soap and paper towels the childminder provides. They remember they need a tissue to blow their nose and why it should go straight into the bin afterwards. Children enjoy healthy meals and snacks that take into account any special dietary needs as appropriate. They play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise. They enjoy practising their existing physical skills and learning new ones as they dig in the sand, ride wheeled toys or play a game with a ball.

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

Since the last inspection the childminder has significantly improved her knowledge of the safeguarding and welfare requirements. She now shows a good understanding of the changes she must notify to Ofsted. Effective arrangements are in place to protect children's safety during any building work in the home. The childminder has also developed clear systems for ensuring that she maintains required adult-to-child ratios at all times, such as a colour-coded attendance grid. All required records, including registers of children's attendance, are in place and kept up to date. These measures help ensure that children's welfare is now appropriately safeguarded. In addition, the childminder has recently updated her knowledge of child protection by completing online training. As a result, she has a good understanding of the steps to take if she has concerns about a child.

The childminder has a good understanding of the learning and development requirements. She monitors children's achievements closely, for instance by using tracking sheets to review overall progress. This means she can quickly identify any areas where children may need further support. The childminder works closely with parents and any other relevant professionals if children have additional needs, to ensure that they benefit from a consistent approach. The childminder now effectively monitors and evaluates the service she provides. She makes sure she keeps up to date with requirements through links with childminding organisations and online resources. She regularly reflects on her practice and identifies any areas where she can make improvements. As well as ensuring that all requirements are met, this approach has resulted in new activities and experiences for children that further support their enjoyment and learning. For example, children now benefit from forest childcare activities and new play opportunities where they can explore and experiment with materials such as birdseed. The childminder has met all actions set at the last inspection and as a result children now benefit from good quality care.

The childminder provides parents with a wide range of useful policies, procedures and other written information about the service she provides. Questionnaires and letters from parents show that they feel that their children are safe and well cared for. They are happy with the progress their children are making in their learning and development. They value

the good systems for communication and say that the childminder keeps them well informed.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	159381
<b>Local authority</b>	Bromley
<b>Inspection number</b>	987417
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/04/2014
<b>Telephone number</b>	

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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.

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.

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