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| Inspection date | 21/10/2014 |
| Previous inspection date | 01/12/2008 |

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|----------------------------------------------------------------------------------------|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 has a good understanding of how to meet the learning and development requirements so that all children make progress and enjoy activities across all areas of learning.
- Children are happy and at ease with the childminder. They settle quickly into her home and develop a strong sense of belonging, well-being and security.
- The childminder has a positive attitude to improving, by evaluating her practice, identifying her strengths and attending training to update her knowledge and skills.
- The childminder demonstrates clearly how she works in partnership with parents and other agencies to meet children's specific needs.

It is not yet outstanding because

- Children have fewer opportunities to see and use numbers inside and outside to enhance their awareness that numbers have a purpose.

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 held discussions with the childminder. She observed and spoke to the children as they took part in activities within the childminder's home.
- The inspector viewed a range of records and policies the childminder uses to support her practice, including the safeguarding policy, registration documents and observation and tracking sheets.
- The inspector viewed previously written feedback from parents and children about the childminding practice.
- The inspector viewed the areas and resources used within the childminder's home.

Inspector

Claire Douglas

Full report

Information about the setting

The childminder registered in 1999. She lives with her adult son in the London Borough of Bromley. All areas of the ground floor are available for childminding. There is a garden available for outdoor play. There are currently three children on roll in the early years age group. Children attend for a variety of sessions. The childminder also cares for children over eight years on a part-time basis. The childminder is a qualified primary school teacher. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to develop their early mathematical understanding by using numbers as labels and props around the inside and outdoor environment.

Inspection judgements

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

Children settle well at the childminder's home after they have completed individual settling-in sessions. This results in children feeling happy and secure within the childminder's care. The childminder develops positive relationships with children and parents during this time and she is able to gain a good understanding of the child's background and needs. The childminder records observations of children's individual development with guidance from parents. This helps her get to know children's capabilities. Regular observations are made of children's achievements in all areas of development. The childminder identifies targets to share with parents, so that there is continuity of learning. These are especially helpful for identifying if children need extra support. The childminder is aware of the need to carry out a progress check for two-year-old children. Children take part in a range of activities, which help them progress in their learning both inside and in the outside play area. However, children have fewer good opportunities to use and see numbers around the environment. This does not fully extend children's learning opportunities to enhance their understanding of the value of numbers and mathematics.

The childminder talks to children as they play, extending their learning, vocabulary and communication skills well. For example, during the inspection, she sat at the children's levels, when discussing shapes and pointing at animals in a book. Children delighted when they made the roar of the lion from the picture. Children, who speak English as an additional language, develop their language skills well. This is because the childminder

uses repetition of words and pictures throughout the day to help them acquire English quickly and close any gaps. Children develop their social and emotional skills as they are encouraged to take turns and be kind to one another, for example when needing to wait a little while for their turn to butter their own bread at lunch time. The childminder also provides opportunities for children to be independent in self-care skills such as going to the toilet and washing their hands independently. This prepares them for the next stage in their development and for school. Children have good opportunities to develop their learning about the world around them, through the outings they go on. For example, children were delighted to hear and point out a family of ducks flying above them as they returned from a walk to collect a child from pre-school. Children make independent choices from a selection of creative and writing tools on the table. They can paint, draw, cut and stick to express their creativity developing hand control and future writing skills.

Children can choose from a range of books; they share these with the childminder, as well as with each other to develop their literacy skills. Children have some opportunities to count throughout the day, for example, how many steps when going over the bridge to school or how many bricks they have built up as a tower. They learn about different cultures and ways of living through the celebration of festivals and the positive images they see around them; for example, in the books and play resources they use including dressing up, dolls and puzzles. The childminder supervises children closely and supports them fully with the activities they choose. Parents receive a feedback diary and verbal discussions take place daily. This ensures communications stay current and helps parents to continue their child's learning at home.

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

Children are happy and settled. They form secure attachments with the childminder who is responsive to their needs. Parents receive regular opportunities to share information from home, for example, borrowing books or play resources, which relate to the child's learning target to complete at home. Children show a sense of belonging and confidently move around the play areas in the childminder's home. Children select from a well-resourced range of age-appropriate, safe and suitable play materials. The childminder conducts risk assessments throughout her home and for outings to help keep children safe. Children are also included in practising regular fire drills, helping them to know how to keep themselves safe. Paediatric first-aid training is prioritised and logged. This helps to ensure the childminder can care for children appropriately in the event of an accident or emergency.

The childminder supports children's good health and well-being through providing healthy snacks and fresh fruit. Children understand the importance of good hygiene as the childminder reminds them of the hand-washing routine after visiting the bathroom. They talk about the effects of food on their bodies. For example, discussing how the sandwich they ate for lunch made them feel strong, developing children's understanding of healthy lifestyles. Children behave well because the childminder teaches the children about the importance of sharing and considering the needs of others. The childminder acts as a good role model, praising children and thanking them for their achievements throughout the routine. As a result, children are developing good manners and they are aware of the

boundaries and expectations for good behaviour.

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

The childminder understands her responsibilities to safeguard and protect children. She has completed safeguarding training and knows what to do and who to contact if she has any concerns about the children in her care. She keeps children in her sight at all times, and uses a visitor's book to log all visitors to the home. These practices help to safeguard children's welfare.

The childminder demonstrates a strong commitment to continuous improvement. She regularly evaluates her service to identify areas that require improvement. She undertakes a range of childcare courses to develop her knowledge therefore, enhancing outcomes for children. She holds a National Vocational Qualification at level 3 in children's care learning and development, and is a qualified primary school teacher.

The childminder has established good working relationship with parents. She communicates with them on a daily basis to keep them informed about their children's time with her. Parents and children are encouraged to give feedback on the service the childminder provides, in the form of parents' questionnaires or pictures and poems. Parents and carers express positive comments about the childminder and her commitment to their children. They acknowledge how she provides a friendly environment for their children to learn in and they are confident that their children enjoy coming. The childminder has formed good links with the staff of the local pre school and primary school the minded children attend. She shares information through regular conversations to maintain children's continuity of care and learning. Overall, children make good progress in relation to their starting points. The childminder plans a good range of activities and experiences that are fun and challenging, and prepare children well for the next stage in their future learning and development.

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 |
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| 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

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| Unique reference number | 136593 |
| Local authority | Bromley |
| Inspection number | 843002 |
| 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 | 01/12/2008 |
| 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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