

Inspection date	02/12/2014
Previous inspection date	19/02/2010

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

- The childminder demonstrates a good understanding of the learning and development requirements and provides a good range of toys and activities for children.
- The childminder has strong emotional relationships with the children in her care.
- The childminder uses worthwhile conversational language with children, therefore they develop good communication skills.
- The childminder effectively promotes partnership working with parents and other settings that children attend.

It is not yet outstanding because

- The childminder does not always provide opportunities for children to give their views on the activities they use or contribute to the running of the setting. For example, they do not have opportunities to discuss different rules for behaviour, or give their views on different ways to practise the emergency evacuation drills.

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 watched the good interaction between the childminder and the minded children.
- The inspector sampled a range of documentation including children's records, the safeguarding procedures and the fire log book.
- The inspector considered the written views of parents about the childminder's service and the progress of their children.

Inspector

Linda Coccia

Full report

Information about the setting

The childminder registered in 2003. She lives with husband and her two secondary school aged children in Bexleyheath in the London borough of Bexley. The living room and dining room are available for childminding. There is an enclosed garden for outside play. The childminder is available to walk or drive to local schools and preschools to take and collect children. The childminder is close to local shops, a library and play parks. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for seven children of whom, two fall with the early years ages range.

What the setting needs to do to improve further

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

- increase the opportunities provided to enable children to make further positive contributions to the setting.

Inspection judgements

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

The childminder cares for children for short periods of time as they all attend other settings and school full time. However, she provides a wide range of toys and activities for them to play and relax with after school that also effectively cover all of the areas of learning. She regularly discusses children's progress with their key persons in order to support their learning. For instance, she reinforced their number skills as they decided on how many pretend cups of tea to make for different people. The childminder also chooses to provide other topics or activities for the children's use so that they can learn different skills. For example, children used different craft materials than those used at pre-school to make Christmas mementoes for their parents.

The childminder accurately identifies children's next steps through regular observation and assessment of their abilities. She competently takes into account their ages and stages of development and factors in their learning from other settings. She is proficient at including children's next steps into her activity planning to help children learn additional skills and make further progress. For example, the childminder knows that children love dancing and listening to different types of music which she provides as a recreational activity. She also teaches children more about balance and dance skills to help them make further progress. The children's progress records show that children are acquiring a good range of skills for their future learning. The childminder effectively provides opportunities to discuss the children's progress with their parents and offers suggestions for activities parents can use at home with their children. This means that parents are fully engaged in their children's

learning.

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

The childminder provides a warm welcoming environment for children. They have immediate access to a wide range of good quality books and activities, which are stored in suitable containers in the lounge and in the dining room. The children choose their own activities or can just relax by watching their favourite programmes on the television. The youngest children are often very tired after their day at nursery or school and can fall asleep on the childminder's comfy settees. Children demonstrate they are happy to chat to visitors and include them in their play. Children show they feel emotionally secure with the childminder through their attitudes and demeanours.

The childminder provides some simple rules to teach children about sharing, taking turns and respecting each other and their toys. She is a good role model for the children as she is always polite and is respectful of the choices children make. For example, what snacks the children want to eat. However, the childminder does not always include children in further decision making. For example, children practise the emergency evacuation drill but the childminder does not fully involve them in the procedures and how they should exit the premises. Overall, the children manage their own behaviour very well.

The childminder provides a good range of snacks for children that are healthy and nutritious. Children generally eat fruit at snack times and choose what they want in their sandwiches at lunch times. When there is time children are involved in preparing their own snacks. The childminder holds a current food hygiene certificate and has recently attended a training course about food allergies. The childminder offers children a good range of physical play activities in the garden and at the park on the way home from school. There is plenty of space available for dancing and musical movement in the lounge. The childminder ensures that children learn about being healthy through her good procedures. For example, to wear sun hats in the garden and use creams to protect their skin. Children have a healthy lifestyle with the childminder.

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

The childminder understands her duty to protect children from harm and abuse. She has attended a safeguarding children course and has subsequently updated her policies and procedures to be in line with those of the Local Safeguarding Children Board. The childminder knows to advise Ofsted of any changes to her registration or situations that may arise as she is childminding. For example, the childminder knows that should any allegations be made against herself or members of her family she contact Ofsted immediately. The childminder maintains children's records very well, which are all confidential between her and each individual parent. The childminder ensures all members of the household over the age of 16 have an enhanced disclosure issued by the Disclosure and Barring Service. Therefore, the children's well-being is a high priority to the

childminder.

The childminder monitors children's progress effectively using the outcomes for children. She is able to identify any areas in which children are not progressing as expected and can provide extra support to close any gaps in their learning. Should professional help be necessary to give additional support to children, the childminder consults with parents and collects relevant information for them to act on. The childminder provides parents with details of all of her clear policies and procedures to give them a clear understanding of how she plans to care for their children. Parent's written comments show that they are happy with the progress their children are making and the care provided by the childminder.

The childminder has effectively acted upon previous recommendations to improve her setting. She keeps clear records of achievement for the children. She maintains good evaluations of her setting and completes her self evaluation on-line. The childminder is committed to attending different training workshops and courses to improve her knowledge of child care issues and in turn improves her service for the children. Her focused improvement plan shows that she has a good impact on children's learning as a number of her developments have included the range of toys and activities. Therefore, children benefit from the childminder's improvements as they have more opportunities for learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY269593
Local authority	Bexley
Inspection number	843547
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	19/02/2010
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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