

<b>Inspection date</b>	09/12/2014
Previous inspection date	04/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 displays a good knowledge of children's background, needs and interests, which helps her to provide individual care and learning opportunities.
- The childminder shows a good knowledge and understanding of local safeguarding procedures, which means children are protected well.
- The childminder uses the local community to help children learn more about where they live.
- The required paperwork and documentation is in place and updated regularly by the childminder, helping to further safeguard children.

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

- There is only limited information actively sought by the childminder from parents, regarding their children's learning and achievements at home.

## 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 throughout the inspection.
- The inspector observed the children and sampled relevant documentation.
- The inspector provided feedback to the childminder.

## Inspector

Mary Vandepeer

## Full report

### Information about the setting

The childminder was registered in 2010. She lives at home with her parents and sister in Welling, Kent. She works with her mother, who is also a registered childminder. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group, as well as school age children. The ground floor area and one bedroom of the childminder's home are used for the care of children. There is an enclosed garden for outside play. The childminder walks to local schools to take and collect children. She also attends local toddler groups. The childminder has a level 2 childcare qualification.

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

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

- enhance further consistency between home and the childminding setting by encouraging parents to be more involved in their children's progress and development and encourage parents to share information about their children's achievements at home.

## Inspection judgements

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

The childminder is an experienced and qualified childcarer, which results in her having a good understanding about how children learn through play. There is a dedicated play area with a wide range of interesting activities and toys. The childminder displays knowledge of how children benefit from being able to choose what they want to do from age appropriate resources. She provides opportunities for children to try different activities, as well as those they are particularly fond of. This supports children to steadily build on their skills, helping them to make good progress and to be ready for the next stage in their learning.

Before children start with her, the childminder ensures she obtains relevant and important background details about each child from parents. She also finds out initially what stage children are at in their development, for example, if they are able to crawl, walk, feed and dress themselves. The childminder also asks what the children most enjoy playing with. This helps in her planning and what she needs to be mindful of in children's learning and development. The childminder carries out evaluative observations periodically. This helps with her future planning and ensures she can provide challenging and appropriate daily activities. The childminder uses both child and adult-led activities to help promote children's learning and development. She discusses the children's routine, progress and development with their parents. Children's observation records are available for parents to

view at any time. However, the childminder does not always encourage parents to regularly contribute their knowledge of their children's achievements at home. This means there is not always consistency between parents and the childminder in supporting children's learning.

Children clearly enjoy the interaction they have with the childminder. They display their listening skills as they learn and repeat the names of the colours and shapes of the bricks they are using to create a road. The childminder gives good attention to children's communication development. There are plenty of resources to extend young children's learning, for example, lift and place puzzles, shape sorters as well as trains and cars. These provide support in children's physical, creative and imaginative skills. The childminder also promotes children's personal, social and emotional development effectively, as she encourages the children to play together, share and help each other.

The outdoor area is available for use all year round. There are age appropriate ride-on toys, climbing and balancing equipment that children can use safely. This helps to develop their physical and social skills. Children benefit greatly from regular visits to places of interest, for example, a local farm. Here they can watch how animals behave and learn what they need to eat to survive. At toddler groups children have access to further stimulating activities. For example, painting, craft play sand and water, which promotes children's imagination and creativity well. The childminder makes good use of the activities children show an interest in, encouraging their involvement, speech and listening skills. For instance, children show real enjoyment as they sing and dance to nursery rhymes. The childminder plays with the children at their level and interacts very well with them. Children are clearly pleased and proud when the childminder praises them, which helps in the continued promotion of their self-esteem and confidence.

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

The childminder provides a homely environment for children to play in. Children clearly feel at ease with her. She makes sure she gives them lots of attention to help them settle when they arrive. The childminder displays experience in promoting children's welfare and well-being. The children look to the childminder to join in with activities they have picked. This shows how secure and safe they feel in her company. The childminder is always happy to comfort children when they need or want it. She promotes children's independence and encourages them to learn to respond to their own needs. The childminder ensures she provides toys and activities that interest all the children, such as cars and a garage, building blocks and writing materials. There are also opportunities for children to play outdoors. The childminder encourages them to choose what activities they want to do and to explore and extend their own play. She praises children in their achievements and this promotes their feelings of pride and confidence in what they do.

Apart from any baby food, the childminder provides all children's snacks, meals and drinks. Her nutritional, balanced diet promotes healthy eating. The childminder ensures children are developing a good awareness of a healthy lifestyle and effective hygiene practices. She has kept her first-aid training up-to-date. As a result, the childminder shows

a good knowledge of how to treat minor injuries children might sustain. Regular risk assessments are carried out, which means that children's play environments remain suitable and free from hazards. The children have bonded very well with the childminder and they look to her for guidance and show they trust her.

The childminder has clear expectations and expects the children to listen when she is telling them something useful. She has positive strategies in place to manage individual children's behaviour. The children feel respected and valued by the childminder and she carefully and individually encourages them to achieve what they want to.

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

The childminder shows that she has a good and effective knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She is able to implement them well, for example, every early years child has a development folder. The childminder keeps her recorded observations here and supports them with relevant photographs. The majority of the written assessments of children's progress are evaluative and are linked to their individual stage of development. These show how well children are progressing and achieving in all areas of learning. The childminder also identifies each child's next steps where needed and monitors these effectively.

The childminder has developed clearly written and informative procedures. These include safeguarding and complaints. The childminder displays a good knowledge and understanding of what she would do if she had any concerns about a child in her care. There are good child protection and safeguarding policies and procedures. These help to ensure she promotes children's safety, welfare and well-being. The childminder organises her provision effectively and this benefits all the children who attend. She has also developed a process to help her reflect and self-evaluate her childminding service. This means the childminder is able to identify and make any changes required. These include her intention to improve her observations recording paperwork, to show how children are progressing and how their next steps are being addressed more effectively. The childminder aids her own professional development by attending relevant workshops and short courses. This results in her being able to keep up-to-date with current practices.

Parents provide the childminder with feedback and comment about the service she provides. They say how pleased they are with their children's progress since being with the childminder. Parents have provided signed consents for various aspects of their children's care and learning, for example, emergency medical treatment if required. The childminder shows she is committed to continuing with improving the processes she already has in place, such as children's different play opportunities.

### **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>	EY410226
<b>Local authority</b>	Bexley
<b>Inspection number</b>	845054
<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>	04/03/2011
<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.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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