

Inspection date	07/01/2015
Previous inspection date	22/08/2010

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

- Children are happy and form secure attachments with the childminder. They show high levels of self-confidence and a sense of belonging.
- The childminder has daily chats with parents to inform them about their children's care and progress.
- The childminder's understanding of child protection is secure. She has effective policies and procedures that she implements fully to enhance children's safety and well-being.

It is not yet good because

- The childminder does not observe and assess children's development rigorously to identify and plan for individual children's next steps in learning.
- The childminder's hand drying practices do not fully protect children from the risk of cross infection.
- The childminder does not always maximise the children's interests in mathematical concepts during play activities.

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 spoke to the childminder during the course of the inspection to ascertain her understanding of the requirements of the Early Years Foundation Stage.
- The inspector observed the childminder's interaction with the children.
- The inspector observed the different areas in the home used for childminding.
- The inspector discussed the childminder's observation and assessment systems.
- The inspector checked key documentation including children's records, accident and medication records and the record of attendance.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and three school-aged children. The family live in Erith, in the London Borough of Bexley. The childminder uses the whole of the house for childminding and there is a garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, two of whom are in the early year's age range. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

What the setting needs to do to improve further

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

- make regular observations of children to assess their stages of development and use this information to plan challenging activities to help them make progress in their learning.

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

- review hand drying procedures to minimise the spread of infection and fully promote children's good health
- strengthen mathematics by enhancing opportunities for children to count for a purpose.

Inspection judgements

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

The childminder demonstrates an understanding of child development and of the care needs and routines of the children in her care. However, she is not effectively promoting their individual developmental needs. Since her last inspection, the childminder has introduced a basic observation and assessment system to monitor children's development. The observations are very sporadic and the childminder does not sufficiently assess children's development. Therefore planning is not fully effective to help children progress further in their learning.

The childminder is on hand to help children in their play and uses play activities and routines to develop children's vocabulary and enhance language development. However,

when children show an interest in counting and spontaneously count from one to 10 the childminder does not extend their learning. She counts with the children but does not find objects for them to count for a purpose or extend their counting beyond 10. The childminder promotes children's physical skills as they ride around her setting on sit-and-ride toys, negotiating space and furniture well. Children also have opportunities to put objects into and take them out of containers and to use different implements for writing and drawing.

The childminder supports children's personal, social and emotional development through her caring, friendly approach. For example, when children are trying to develop new skills the childminder encourages and praises their attempts. Children are able to select from the range of resources available. For example, the childminder has arranged toys and books on low level open units and shelves. This enhances children's decision-making skills and enables them to make independent choices.

The childminder enables the children to extend their learning in a variety of different social situations and environments. She uses walks to local amenities, such as parks and the library to help children learn about the local community and the wider world. The childminder teaches the children early literacy skills. She provides a range of suitable age-appropriate items, such as pencils and crayons to enhance their early writing skills. There is a range of books available to support children's enjoyment of reading. The childminder reads stories to children teaching them new words. For example, she introduces the concept of size and the names of objects, when reading a story about bears.

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

Children are happy and form close relationships with the childminder, showing high levels of self-confidence and a sense of belonging. The childminder provides praise and encouragement to children as they attempt new tasks. The childminder gathers information through discussions with parents during settling-in sessions and records these onto child record forms. She uses these to support children's individual care needs.

The childminder supervises children well and helps them feel safe and secure. The childminder makes thorough risk assessments of her setting prior to children's arrival. She uses safety equipment and minimises hazards. For example, the childminder has safety gates in place at the bottom of her stairs and on the entrance to her kitchen preventing children from accessing these areas. While children are present in her home, she locks her front door and keeps her keys in an accessible place but out of the reach of children. This ensures that children cannot leave her premises unsupervised. The childminder gives children gentle reminders to reinforce boundaries for safety. For example, she explains that standing on a sit-and-ride toy is unsafe, and the children may fall and hurt themselves.

The childminder supports children to develop a good understanding of the importance of healthy lifestyles. Children take part in regular activities, both in the childminder's home, in the garden and at the park to promote their physical development. The childminder walks

with children to many local amenities, such as the library and parks. This provides additional opportunities for fresh air and exercise. Children enjoy a nutritious, well-balanced diet that incorporates plenty of fresh fruit and vegetables. At the start of each placement, the childminder liaises with parents to ensure that she can meet individual dietary requirements. She promotes children's independence well by encouraging them to manage self-care independently in line with their age and stage of development. For example, she encourages toddlers to drink from cups without lids and to feed themselves independently. This helps prepare children for their move to nursery and/or school. Overall, the childminder has good hygiene routines in place to support children to develop independent hygiene practices and to protect children from cross infection. However, currently children use a shared towel in the bathroom area, which does not fully prevent the possibility of infection spreading in the setting.

Children's behaviour is good because the childminder provides gentle reminders about what is acceptable. She gives clear explanations about the consequences of their actions for themselves and others. Children are learning to share and take turns, which enhances their social skills.

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

The childminder demonstrates her understanding of the safeguarding and welfare requirements. She shares her safeguarding policies and procedures with parents and implements these effectively. She understands her responsibilities for recording and reporting concerns relating to child protection. The childminder has good collection procedures to ensure that she only releases children to authorised adults. The childminder teaches children how to keep safe during play and routine activities. For example, they practise the fire drill on a regular basis to ensure that they are aware of the procedure to follow in an emergency. These procedures help to support children's ongoing safety and welfare.

The childminder reflects on her practice and uses information from training attended to develop her setting. She has completed most of the recommendations set at her last inspection. Although the childminder demonstrates an understanding of how children learn and develop, she does not effectively carry out observation and assessment to identify individual children's next steps in learning to support their ongoing progress. The childminder has completed numerous courses since her last inspection including a childcare qualification at level 3. This shows her capacity to make improvements.

The childminder has established close relationships with parents, informing them of their children's care, learning and development. She chats with them on arrival and collection and provides parents with information about their children's day and any new achievements. Feedback from parents is positive and comments include, 'My children are always happy to go to her and she always suggests ways to deal with situations'. Currently children on roll do not attend any other early year's settings. However, from discussion, the childminder demonstrates an understanding of working in partnership with other

settings and with other professionals involved in a child's care.

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

Unique reference number	EY405744
Local authority	Bexley
Inspection number	844957
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	22/08/2010
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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