

Inspection date

22 January 2015

Previous inspection date

19 February 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not use her observations and assessments of children to plan challenging activities for them based on their individual next steps, to help them make good progress.
- The childminder does not share her written summaries of children's progress, between the age of two and three years, with parents to strengthen their individual involvement in their children's learning.
- Children have few opportunities to develop literacy skills in early reading and writing.
- The childminder does not encourage parents to share children's starting points when they join the setting or share their observations of children's learning at home.
- The childminder does not support children's understanding of diversity through using resources that represent a range of cultural backgrounds and disabilities.
- The childminder's self-evaluation does not yet consider the views of children, parents and other professionals to ensure planned improvements are targeted effectively.

It has the following strengths

- The childminder provides opportunities for children to use their imaginations and creativity during their play and learning.
- The childminder clearly helps to develop children's communication and language skills, which provide them with key skills for the future.
- The childminder shares affection and forms strong bonds with children, which encourages their self-esteem, confidence and independence.

What the setting needs to do to improve further

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

- improve the educational programme for literacy by increasing opportunities for children to freely access books and writing materials to ensure all children make good progress from their starting points in every area of their learning
- complete regular observations of children so accurate assessments of their learning and development are used effectively to plan suitably challenging activities that help them make good progress in their development
- provide parents with a written summary of their child's development between the ages of two and three years so they know how well their child is progressing and can help support their learning at home.

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

- improve further the access to and resourcing of the environment to provide toys and equipment that reflect a multi-cultural world
- strengthen communications with parents so they can share children's starting points when they join and observations of their learning and interests at home
- use reflective practice more effectively to identify strengths and weaknesses in the provision, seeking the views of parents, children and other professionals to drive improvement.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection and discussed arrangements for evacuation procedures, assessing children's progress and methods of evaluating the provision.
- The inspector observed snack time and care routines.
- The inspector looked at children's tracker books, and policies and procedures.
- The inspector read letters from parents about the service provided.

Inspector

Jane Winnan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder provides a suitable range of activities to promote children's learning and development based on children's interests. She knows the children well and monitors their progress based on her observations and assessments of children. However, the quality of teaching is variable as she does not use assessments to plan effectively. For example, although she identifies that children's skills in counting and number recognition need challenging, she does not plan for this in practice. She does not provide many resources and activities to support children's early literacy skills. Therefore, the activities and experiences lack a good level of challenge. Children enjoy playing with a train set. The childminder joins in children's play and makes good use of opportunities to promote children's communication and language skills. She introduces mathematical concepts in children's play, for example, by using positional language such as 'under the bridge'. Children are learning some of the basic skills needed for school. The childminder has completed the progress check for two-year-old children. However, parents have not contributed to their children's assessments to provide continuity in children's learning.

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

The environment is safe and welcoming. Children have positive relationships with the childminder; they enjoy her company, praise and consistent reassurance. The childminder uses opportunities to talk to children about healthy eating, for example, when visiting the shops. The childminder promotes children's physical development adequately using the local park. She teaches children how to keep themselves safe, by using the pedestrian crossing to cross the road. Children benefit from regular trips to the library and toddler groups to develop their social skills and confidence. They begin to develop a good understanding of the community in which they live and make friendships with other children to support their transitions going onto school. However, the childminder does not provide any resources to reflect different cultures and backgrounds, including disability.

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

The childminder has a reasonable knowledge of the Early Years Foundation Stage requirements and how to keep children safe. She shares her policies and procedures with parents, making clear her practices to support children's health, safety and well-being. The childminder attends training and has good knowledge of the child protection procedures to follow to safeguard children. Systems for evaluating what is working and what needs improvement are developing. The childminder has not sought the views of children, parents and other professionals to help drive improvement. She discusses children's care routines with parents. However, they have few opportunities to share their children's learning, including children's starting points and their interests from home.

Setting details

Unique reference number	159385
Local authority	Bromley
Inspection number	997979
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	19 February 2009
Telephone number	

The childminder has been registered since 2001. She lives with her two adult sons and grandson in Anerley, in the London borough of Bromley, close to parks, schools, shops, local library and public transport links. The childminder's home is situated on the second floor of a block of maisonettes, with no lift access. Childminding takes place on the downstairs level of the premises, with the exception of the first-floor bathroom. The provision is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children aged under five years and her grandson. She also offers care to children aged over five years to 11 years. The childminder is willing to collect children from local schools and pre-schools and is open from 7.30am until 6.30pm.

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Piccadilly Gate
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