

<b>Inspection date</b>	16 April 2015
Previous inspection date	1 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder demonstrates a good understanding of how young children learn and develop. She is effective in helping children learn because she provides activities relevant to their ages and stage of development.
- Children show they are happy and emotionally settled as they move freely around the childminder's home, choosing their own toys and activities. They select from a wide range of good quality, well maintained toys.
- Children behave well and are learning to share. They are beginning to engage in cooperative play together encouraged by the childminder.
- The childminder has good working relationships with parents and involves them in their children's learning through regular discussions and reviews of their children's progress.
- The childminder uses an online system to effectively record her observations and assessments of children's progress. She ably identifies their next steps and includes these in the activity planning to help children make further progress.
- Children have a healthy lifestyle with the childminder. The home-cooked meals and food provided at snack time is nutritious and meet children's individual dietary needs. Children also engage in lots of good physical play activities, indoors and outdoors.

### It is not yet outstanding because:

- The older children regularly practise the emergency evacuation procedures. However, the younger children do always not participate in activities in order to learn about keeping themselves safe in emergencies.

## What the setting needs to do to improve further

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

- provide more activities that help the younger children learn how to keep themselves safe in an emergency.

## Inspection activities

- The inspector sampled a variety of paperwork, including the childminder's safeguarding policy and the children's progress records.
- The inspector observed the interaction between the childminder and children as they played together.
- The inspector took account of parents' written views provided especially for the inspection.

## Inspector

Linda Coccia

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder uses good descriptive language with the children. They mimic the childminder's words and are beginning to use speech instead of actions to indicate what they want. They learn about numbers and shapes using puzzles and the magnetic shapes board. They love to listen to their favourite stories read by the childminder. She challenges their understanding by asking questions about the characters and what is happening in the story. The childminder has effective procedures to help prepare children for the move on to school or other changes in their learning. For example, she promotes effective personal care routines with children, enabling them to put on their shoes and coats and to understand the need to use good hygiene procedures. She enthuses children to think about school as a positive experience and to look forward to the changes. In this way the childminder ensures that children are emotionally and physically ready for school.

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

The childminder gives children's safety a high priority. She carries out effective risk assessments of her premises, her car, the toys and other venues that children accompany her to. The youngest children learn to help tidy up occasionally so that they don't trip or fall over unused toys. All children learn the childminder's house rules and the rules for using the large equipment in the garden safely. The childminder shares information about her rules with parents so that they can work effectively together to provide consistency for the children.

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

The childminder has a good understanding of her role and responsibility to safeguard children. All adults residing on the premises hold a current Disclosure and Barring Service enhanced check. The childminder has up-to-date information about the Local Safeguarding Children Board procedures and can quickly report any concerns she may have about children. The childminder maintains her paperwork well. She provides parents with copies of all her accident and medication records so that they remain fully informed of their child's care and well-being. The childminder effectively uses the views of parents and children to evaluate her setting. She readily identifies any improvements to her setting to improve the outcomes for children. For example, her evaluations show her commitment to attend training courses and workshops to further her understanding of different types of development. The childminder ably maintains the continuous improvement of her setting.

## Setting details

<b>Unique reference number</b>	136561
<b>Local authority</b>	Bromley
<b>Inspection number</b>	841184
<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>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 April 2009
<b>Telephone number</b>	

The childminder registered in 1997. She operates from her family home in Chelsfield, near Orpington, Kent. The childminder holds a recognised National Vocational Qualification in childcare at level 3.

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