

Inspection date	22/05/2013
Previous inspection date	22/02/2011

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 has a good awareness of how young children learn and has effective systems in place for observation, assessment and planning.
- Children develop good attitudes to learning as they are enthusiastically engaged in activities and outings that promote all areas of their learning and development.
- The childminder meets the needs of children very well. She recognises and adapts experiences to promote the well-being of children, aiding their emotional development.
- Children are given good opportunities to develop their physical skills as they play in the childminder's well equipped garden.

It is not yet outstanding because

- The childminder occasionally misses opportunities to encourage children's mathematical and early reading skills
- Although the childminder works well with parents, she has not considered obtaining their individual views on her provision and practice.

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 with the childminder and co-childminder at appropriate times throughout the observations.
- The inspector observed children's activities and the childminder's interaction with them.
- The inspector sampled children's information and development records.
- The childminder and inspector discussed children's progress and individual needs.

Inspector

Pamela Paisley

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband who is her co-childminder and two adult children, one of whom is her assistant in Beckenham, Kent located close to parks, schools and local transport links. The whole ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group. The childminder attends 'stay and play' groups with younger children.

What the setting needs to do to improve further

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

- encourage children to work out where things belong and to further develop their early reading skills; for example, by labelling equipment with words, pictures or shapes to indicate where things are kept
- seek the views of parents and carers on the service provided, for example, through the use of questionnaires, to identify plans for improvement and strengthen partnership working.

Inspection judgements

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

The childminder has a good knowledge and understanding about how young children learn and develop. She uses this knowledge well and as a result, the quality of teaching is good. The childminder knows the children well and considers their interests to help her to plan motivating and stimulating activities. As a result, children make good progress in their learning and development. Children's next steps are planned for well, as the childminder uses observations and assessments effectively to help her plan for children's next steps of learning. The childminder uses information gained from parents to support her in meeting children's individual needs. A daily contact book helps the childminder to keep parents informed of their children's achievements and encourage them to support their children's learning at home.

While resources in the childminder's home are well organised to support children's independence there are few labels, pictures or shapes of objects to help children learn

that words carry meaning. This also means that children are not easily able to know where things belong. Children learn good social skills as a result, of the childminder being a good role model. They are regularly taken on outings to toddler and music groups. This gives them good opportunities to mix with children of a similar age and learn new songs and rhymes. Children are making very good progress in their communication and language skills. The childminder uses magnetic letters well, to help children learn letter names. Children develop a growing interest in books, which are readily available so they can help themselves.

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

The childminder works closely with parents to help children settle well in her care. She eases the move from the child's home to hers through gathering information from parents regarding children's home routines. As a result, children have developed secure emotional attachments with her. Children learn how to manage their own behaviour through clear expectations from the childminder. She uses role-play and gentle reminders to encourage children to be kind to each other, share toys and take turns when playing.

Children engage in a wide range of physical activities. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They regularly visit parks where they can learn to balance on climbing frames and play ball games. The childminder makes good use of her garden and children can use hoops, balls, scooters, bikes and pedal cars. This supports children's understanding of the importance of physical exercise as part of a healthy lifestyle.

Children develop good personal skills as they learn to feed themselves at meal times. They are adopting healthy habits as they learn the importance of washing their hands before meal times. Children are greatly encouraged by the childminder to make healthy choices about what they eat and drink. She ensures that a wide range of fresh fruit and vegetables are part of their daily diet and introduces new foods so that they experience a variety of different tastes. The childminder's home is very well organised, with a stimulating range of play materials that are in easy reach in child-height storage units and shelves. Resources are arranged thoughtfully, so children's independence as learners is very well encouraged. Children develop a good understanding of how to keep themselves safe. They know that they need to hold hands and walk closely to the childminder when on outings. Children practice regular fire drills with the childminder to reinforce their awareness of evacuation procedures in an emergency.

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

The childminder shows a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder clearly understands her role in protecting children in her care. She is fully

aware of the procedures to follow should a concern arise. The childminder carries out rigorous risk assessments that are regularly reviewed to ensure children's safety in her home and on outings. The childminder alongside her co-childminder provides an inclusive environment where children are able to participate fully because activities are thoughtfully adapted to meet their individual needs.

The childminder has a good understanding of the learning and development requirements. She evaluates her practice on an ongoing basis to ensure that she enables children to continue to make good progress. She is proactive in identifying and making improvements to her practice, which improve outcomes for children. She has fully addressed all the recommendations from her previous inspection. In addition, the childminder has identified her own areas for improvement. For example, she and her co-childminder want to provide more computer software to support children's growing interest in technology. Overall, the childminder has developed good partnerships with parents. They are kept well informed of their children's progress through a daily exchange of both verbal and written information. However, she has not considered seeking the opinions of parents to inform practice further and to encourage them to express their views on her service. The childminder is aware of the importance of building strong links with other early years provision that children may attend in the future.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY268262
Local authority	Bromley
Inspection number	814606
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	22/02/2011
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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