

Inspection date	03/05/2013
Previous inspection date	22/09/2010

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 understanding of how children learn and she supports them well in their development.
- Teaching is effective and positive interaction ensures that children make good progress in all areas of learning.
- Children feel safe and secure in the childminder's home, which gives them a sense of belonging.

It is not yet outstanding because

- Planned activities do not consistently identify aims for individual children based on their assessments.

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 spent time observing the childminder and children during activities.
- The inspector sampled documentation including children's assessments and written views of parents and children.
- All areas of the home used by minded children were inspected.

Inspector

Debra Davey

Full Report

Information about the setting

The childminder registered in 2006. She lives with her husband, two teenage children and her adult daughter, in Orpington within the London Borough of Bromley. Ground floor rooms, the conservatory and an upstairs bedroom are used for childminding purposes. There is a secure garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for one child in the early years age range on a full-time basis and an older child before and after school. The childminder is situated close to public transport links, schools, parks and other amenities.

What the setting needs to do to improve further

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

- give more consistent attention to children's individual needs and interests when planning activities.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder gets to know children well and makes good use of her written records to identify their progress in all areas of development. Effective partnership working with parents means that she gets to know the children and is able to make realistic and accurate assessments of their learning. Parents are invited to share what they know about their child and through regular assessments, to support their future learning. This approach means that parents are fully involved and children develop appropriate skills to help them prepare for school.

The childminder plans a good range of themes and topics, some of which compliment topics from school. Most recently, children have made very creative art pictures to celebrate spring, and St Georges day is celebrated with flags and special foods that the children helped to make. Children show great pride in the cards they have made for Mother's day and enjoy making photo books of what they have done. This shows that children's achievements are valued and fosters a positive approach to learning.

Children are developing social skills as they play together and choose from the good range of quality resources in the childminder's home. A good range of puzzles, books and interactive toys are available in the conservatory and garden to help children build upon

what they know about the world. The real strength of the setting is the positive interaction between the childminder and the children, meaning that her teaching is highly effective. She designs games and cards to help them learn about colours, letters and sounds. She leads the games well as she plays with the children and makes good use of questioning to help them think and show what they know. As a result children are happy and confident learners.

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

Children are happy and settled in the childminder's home. They are confident during their play and interactions because she anticipates and meets their needs. For example, she knows when younger children become tired and settles them with some milk. Routines are well established so that children know what is coming next and look forward to their lunch and rest. The childminder follows care routines closely to that of home. Younger children have daily contact books, shared with parents, to record eating and sleeping patterns. Children are learning social skills because the childminder takes them to local groups to play with others, which helps to prepare them well for nursery or school.

Children behave well because the childminder is calm and consistent. She reminds them of rules such as not to touch heating controls and uses distraction, as appropriate to their age. The childminder uses lots of meaningful praise during activities and children respond well to her approval. They learn to share and take turns during letter games because the childminder takes time to explain that it is fair that the next child has a turn.

Children experience a healthy lifestyle in the childminder's care. They enjoy fruit snacks and healthy meals as well as regular outdoor play so that they know what happens when their bodies are active. They are encouraged to wash their hands in the bathroom using their own decorated towels and flannels. This creates a sense of belonging and helps prevent cross infection. Children are well-rested because there is a dedicated sleep room with a bed and a cot. There are appropriate safety features in place to support children's welfare as well as regular risk assessments, constant monitoring and close supervision of children to ensure their safety. Children show that they enjoy a sense of well-being in the childminder's home. In a letter from children who attend before and after school, they say that the childminder is their "Monday to Friday Mummy" whom they love very much. Parents also express praise for the setting, commenting on the professionalism of the childminder having a positive impact on their child's development.

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

The childminder demonstrates a very good understanding of the learning and development requirements of the early years foundation stage. She has developed highly effective systems to record the progress of the children in her care. Observations of their progress are clearly recorded in all areas of learning. This means that the childminder can show that she knows precisely which areas children are making good progress in and if

appropriate, which areas children need additional support. In her recording and tracking of the observations, the childminder makes good use of the document 'Development Matters in the Early Years Foundation Stage'. This supports her in identifying children's learning needs and thereby closing any gaps in their learning. This means that children are making good progress in all areas and helps prepare them for school.

The childminder demonstrates a strong commitment to working in partnerships with other professionals. For example, she makes sure that she knows what topics children are learning about in school and plans activity ideas accordingly. Whilst plans are not consistently linked to children's individual needs, the excellent system of assessment means that the childminder knows children well overall and is able to lead them onto their next steps. She has completed a two year check for children and is competent in both gathering child observations and sharing these with parents to ensure accurate assessments in all areas of learning. This two-way flow of information contributes to the excellent feedback the childminder receives from parent users of her service.

The childminder has a good understanding of the safeguarding and welfare requirements. Children are kept safe through a good range of relevant policies and procedures that have been recently updated and shared with parents. The home is clean with good safety features in place. This, combined with established daily routines means that children are safe and feel safe in the home and on outings. Children enjoy lovely outdoor experiences in the garden and walks to the local nature reserve to learn about the wider world. Indoors, children have a good range of toys and educational materials, which they are able to choose from and enjoy. This combined with the close supervision of the childminder means that children are happy, comfortable and safe. The childminder has identified the strengths and areas she would like to improve about the setting. She has attended recent and relevant training and has further training planned. This supports the efficient management of her childminding and her ability to make constant improvements to her service.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY317873
Local authority	Bromley
Inspection number	815048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	22/09/2010
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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