

Inspection date	05/03/2013
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 develops caring relationships with the children so they feel happy, secure and play well in her home.
- The childminder is highly motivated, patient and dedicated to providing good quality care and education for all children.
- The childminder has good relationships with parents and other professionals which are developed through effective communication strategies. These ensure she knows the children well and is able to meet their individual needs.
- Children have access to a good range of accessible resources. These enable children to make choices and become independent learners as they move around the setting.

It is not yet outstanding because

- opportunities for children to develop their learning in the immediate outdoor environment are fewer during the winter months.

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 observed children taking part in activities in the lounge, dining area and garden.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector looked around the premises.
- The inspector sought the views of parents through questionnaires and written feedback.

Inspector

Claire Douglas

Full Report

Information about the setting

The childminder was registered in 2008. She lives with her husband, one adult and one school aged child in Hayes, Kent. The whole of the property is registered for childminding purposes. The main area for minding is the downstairs of the premises. There is a secure garden for outdoor play. The premises are close to local shops, parks and a main line train station. The childminder is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. There is one child in the early years age group on roll. The childminder walks and drives to local parks, schools and toddler groups. The childminder receives support from a network of local childminders and the Bromley Early Years advisory team. The family has a dog.

What the setting needs to do to improve further

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

- enhance the outdoor environment to promote learning and challenge for children throughout the year. For example, by providing child accessible resources to encourage their curiosity.

Inspection judgements

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

The childminder devotes time to getting to know children before they start, so that she understands their background and needs. For example, she promotes a gradual settling-in period, recording details of their starting points, individual needs and routines. This helps to ensure that children settle well and that their specific needs are met fully. The childminder records observations of children's achievements and identifies their next steps. She refers to relevant guidance to assess their progress closely. The childminder is aware of the requirement to complete progress checks for children aged two and has ensured these have been carried out with other relevant professionals. Children are provided with a stimulating variety of activities that help them make good progress in their learning. This effectively prepares them for their next stage in their learning or for school. The childminder aids communication skills well with effective use of repetition and sentence building. She talks to children continually as they play, extending their understanding and language development. The childminder supports children's knowledge of numbers through the daily routine. For example, when counting the number of ducks seen in the park and using number labels on their models. Young children use their imaginations when playing together with the childminder. By for example, taking the small world figures on a train trip or for a ride in the play caravan. Children show pleasure when

they hear music and singing and start to move and join in with their favourite rhymes. Children's interests in the world are developed as they celebrate a range of festivals, most recently the Chinese New Year. For example, children made a large model of a snake out of recycled boxes. Children develop their physical skills through action games and when visiting parks, playgrounds and playgroups. The garden is used to investigate nature and as an extension of indoors. For example, children take out cars to play with on the patio and look at trees and birds through their home made telescopes. However, opportunities for children to develop their learning in the immediate outdoor environment are fewer during the winter months.

The childminder assesses children's development well and keeps parents regularly informed about their child's progress, which involves them in their children's learning. The childminder keeps a diary of activities and achievements. This is used when she informs parents verbally of their child's day. Parents are then able to continue their child's learning at home from feedback and develop stronger links between home and the childminder's.

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

Children are settled and happy in the childminder's home. Children's confidence is growing as they have formed secure attachments with the childminder, who is fully responsive to their needs. This supports their emotional and physical well-being. The childminder organises the day well to fit in with children's needs and routines, which helps them feel settled and secure. She completes detailed ongoing risk assessments of her home and regular outings. For example, she removes any trailing leads and covers electrical sockets as a precaution. This means children's independence and confidence can grow as they move freely and safely around the home. They choose from a good variety of age appropriate, safe and suitable resources. The childminder ensures these are easily accessible, so that children can select preferred items themselves. Children understand risk and how to keep themselves safe due to the childminder's clear explanations and questioning techniques. For example; 'Why do you need to remember to hold my hand when we cross the road?' Children confirm that they know and understand potential dangers well. She includes children in regular fire drills explaining the reason for them, increasing their understanding of how to stay safe. The childminder effectively promotes children's good health and well-being. Careful procedures are followed to promote good hygiene and reduce the risks of cross contamination. For example, children are reminded by the childminder to wash their hands after being outside and using the toilet. There is also a poster to remind them of what to do. This develops children's independence and helps with preparation for pre-school and school. Children learn about healthy eating as the childminder provides healthy meals and snacks. Fresh food is cooked daily with a very good range of fruit and vegetables on offer. Children enjoy regular outings to playgroups, parks and the school play ground, where they benefit from fresh air and physical exercise.

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

The childminder has a comprehensive understanding of the safeguarding and welfare requirements and her responsibilities towards children in her care. She has completed child protection training and has a clear knowledge of the steps to take if she has concerns about a child. All the required paperwork and records that promote children's safety and well-being are precise and well organised. The childminder effectively ensures her knowledge of current childcare guidance is up to date. For example, through accessing relevant early years information channels. Children's achievements are observed, recorded and assessed to the appropriate age band. The childminder has a thorough understanding of the learning and development requirements. Children's next steps are used to plan activities, making sure that all children progress in their development. The childminder has positive relationships with the parents and keeps them well-informed about their children's care and learning. Parents are invited to provide feedback, through questionnaires. Views reflect confidence in the childminder's ability to provide a happy, stimulating and friendly environment for their children. Children are asked for their views on the service which help contribute to the childminder's continual evaluation of her practice. Parents are given access to a detailed range of policies and procedures. The childminder works extremely well with other professionals, such as the pre-school, nursery and school staff, to ensure that children benefit from a consistent approach. For example, an 'about me' sheet was shared with the key person at pre-school to help promote a smooth transition between settings. The childminder identifies her strengths and weaknesses through written self-evaluations of her service. She is committed to ongoing professional development as she attends local authority training courses, to ensure her skills and practice continually improve.

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	EY374504
Local authority	Bromley
Inspection number	838143
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	09/12/2008
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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