

Inspection date	24/10/2012
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 offers a bright, welcoming and child friendly environment where children can move around freely and safely making choices about what they play with.
- Children feel happy, secure and benefit from strong relationships which help them to develop confidence and self esteem effectively.
- The childminder promotes children's progress well. He uses information from his observations to plan individually for children helping them to move forward at a good pace.
- Good partnerships with parents and other professionals and the sharing of information with them ensure that children's individual learning and development needs are routinely met.

It is not yet outstanding because

- The childminder is not consistently using language that makes children think.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 at play inside and outdoors.
- The inspector questioned the childminder.
- The inspector sampled documentation such as, policies and procedures, assessment records and self-evaluation forms.
- The inspector read questionnaires from parents to gain their views on the setting.

Inspector

Sarah Morfett

Full Report

Information about the setting

The childminder was registered in 2008. He lives with his wife and her grown up child in Sidcup, in the London borough of Bexley. The whole of the ground floor of the childminder's house is used for childminding, is easily accessible and close to local amenities. There is an enclosed garden for outside play. The childminder works with a co-childminder. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are eight children on roll. The childminder walks or drives to local schools to take and collect children. The

childminder attends the local parent and toddler group.

What the setting needs to do to improve further

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

- strengthen teaching methods by encouraging open-ended thinking by not settling on the first ideas and posing questions such as 'What else is possible?'

Inspection judgements

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

The childminder provides children with a good range of interesting and challenging experiences that promotes their learning and development well. He gains a good understanding of children's capabilities by observing them at play. He assesses what he sees to make sure that children are progressing as expected for their age and stage of development. The childminder contributes to children's observations and assessments and uses this information to plan for their individual needs. Therefore, activities help children to develop at a good rate across all seven areas of learning.

Overall, the childminder is supporting children's language and communication skills well. For example, by engaging them during play and repeating words with the correct pronunciation to reinforce this. However, he is not consistently asking questions to make them think. This means that children's thinking is not consistently challenged and they have fewer opportunities to solve problems for themselves.

Children have good opportunities to explore and investigate through play. For example, they can choose from a wide range of toys and resources that are set out invitingly and are easily accessible. Children develop good strong physical skills because they have good opportunities to play outdoors. For example, they thoroughly enjoy pushing wheeled toys round a track. The childminder skilfully extends this activity by writing the children's names on the chalkboard, and keeping a tally of how many laps they complete. He then encourages them to count the marks on the board, which helps them to develop a good understanding of numbers. All children, but particularly the boys enjoy opportunities to mark make outdoors. They use the chalk on the board to copy the childminders graph. This means their learning styles are catered for well and they begin to understand that print has meaning. Children gain confidence and develop skills for the future whilst learning through a good range of play based activities. Therefore, they are well prepared

for the next stage in their lives.

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

Children are happy and settle well in the childminders care. They get good support and benefit from warm and friendly relationships with him. Children show they are confident to move about the setting and make choices about what they play with. The environment is highly stimulating, for example, the childminder and his co-childminder set the ground floor of the home out exceptionally well. This is a well-resourced and welcoming environment where children can move freely between indoors and outdoors. They have access to a vast range of experiences that support their all-round development and emotional well-being. Consequently, they develop independence effectively.

The childminder provides clear guidance to children, about what is acceptable behaviour and is consistent when dealing with any issues. He speaks to them in a way they can understand, reminding them to 'play nicely' and 'be friends'. This means they begin to learn right from wrong. The childminder makes sure the setting is inclusive for all children for example, by adapting resources and activities to enable all children to join in. Safety is a high priority in the setting. The childminder makes thorough risk assessments of all aspects of the environment and all outings he takes children on. There is a wide range of equipment in place to minimize hazards, for instance, gates prevent unsupervised access to areas where there may be hazards like the kitchen. The collection and drop off procedure is effective because there is an electric gate and intercom system, which means children, cannot leave the setting with anyone other than a known person.

The childminder established good self-care routines, for example, children know they wash their hands before they eat and after playing outside. One child calls the childminder saying to him, 'my hands are dirty, can I go and wash them' Children demonstrate their own knowledge of safety as they play with the hoses pretending to be fire fighters. Children learn how to keep themselves well. They have good opportunities to be active and learn about healthy diets because they are involved in food choices, and meals are healthy and nutritious. This means children are developing good skills for the future.

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

The childminder demonstrates a good understanding of how young children learn and develop through well-planned and effective play based activities. He has a good understanding of the local safeguarding procedures. There is an informative policy to ensure that he can deal with any concerns about children quickly and effectively. Thorough risk assessments are in place and include everything with which a child may come into contact. A wide range of policies and procedures are in place and shared with parents to promote consistency of care.

Practice is inclusive, and the childminder works productively in partnership with parents

and others to meet children's needs. Effective communication means the parents get good feedback about children's progress, achievements and next steps. They are positively encouraged to give constructive feedback to help the childminder develop the service to meet their needs. Parents report there are extremely pleased with the care and education their children receive and they value the feedback and are particularly happy with the homely environment.

The childminder has completed the Ofsted self-evaluation, using this to reflect on his practice and identify strengths and areas for development. He demonstrates a strong commitment to regular training. For example, he is planning on-line training to further develop his understanding of safeguarding children and is booked to attend the local 'Every Child A Talker' training to develop his skills in promoting children's language and communication. Therefore, he works proactively to bring about further improvement and to influence the outcomes for children positively.

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. 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	EY382567
Local authority	Bexley
Inspection number	888884
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	8
Name of provider	
Date of previous inspection	29/06/2009
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 that are usually their 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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