

Inspection date	02/04/2014
Previous inspection date	05/03/2010

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 demonstrates a good understanding of how young children learn and develop. She knows the children well and uses her observations and assessment effectively to plan the next steps in learning for all children.
- Good partnerships with parents have been developed and the valuable flow of two-way communication supports children's well-being and ongoing development.
- Children are cared for in a safe and secure environment where effective risk assessments ensure their ongoing health and safety.
- Children are settled and display a strong sense of belonging. They have formed close attachments with the childminder as a result of her friendly, caring approach and effective settling in procedures.
- The childminder gives high priority to children's communication and language skills.

It is not yet outstanding because

- Hand drying practices do not adequately protect children from the risk of cross infection.
- Although the childminder celebrates some festivals these are currently not fully reflective of different cultures and religions around the world.

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 sampled a selection of documentation including written policies and procedures, children's records, accident records and learning journals.
- The inspector observed children enjoying a range of activities and participating in the daily routine.
- The inspector reviewed and discussed the childminders reflective practice and self evaluation.
- The inspector took into account the views of parents through written questionnaires, references and comments on progress records.
- The inspector looked at children's observation, assessment and planning documents and discussed how these are used to support children's individual learning and development.

Inspector

Lara Hickson

Full report

Information about the setting

The childminder lives with her two school aged children in the London Borough of Bromley. Minded children have access to all areas of the childminder's house and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. Currently, there are eight children on roll, three of whom are in the early years age group. All children currently attend on a part-time basis.

What the setting needs to do to improve further

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

- promote children's good health effectively, for example, by reviewing hand drying procedures to minimise the spread of infection
- further extend children's understanding of the world around them by introducing a wider variety of festivals and religions

Inspection judgements

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

Children are happy and settled in the welcoming family orientated setting and enjoy investigating and exploring a wide range of age and stage appropriate toys and activities. The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and of how young children learn and develop. This enables her to respond appropriately to their individual needs, abilities and interests. As a result children are making good progress in all areas of their learning. The childminder allows young children to explore and initiate their own play experiences stepping in when they require additional support and encouragement. For example, the childminder encourages babies to walk by supporting them to stand up against low level furniture. She praises their emerging walking skills as they start to take tentative step along her settee, encouraging them vocally and smiling at their achievement. The childminder competently assesses where children are when they start with her by completing an initial baseline assessment. This enables her to effectively plan the next steps in children's learning to promote their ongoing progress and development. The childminder plans initial activities during the settling in period. She uses this assessment and information obtained from a parental questionnaire she has designed on what their children enjoy, their current interests and what they can already do. She uses her comprehensive observation and

assessment systems effectively to determine how children are progressing and to identify the next steps in their learning and development. Information regarding children's progress and development is shared with parents regularly via daily verbal feedback, through contact books and by sharing children's developmental folders. The childminder will use her observations and tracking systems to complete the progress checks for two-year-old children when appropriate.

Children are able to access a wide range of age and stage appropriate activities and resources as these are stored at low level enabling children to make decisions about what they want to play with. The childminder plans regular adult-led activities in her local community to support children's development further. For example, outings to toddler groups enhance key skills, such as turn taking and sharing. In addition, outings to local parks and amenities increase children's physical skills and their understanding of the world around them. The childminder celebrates some festivals with the children throughout the year to enhance children's understanding of the world around him. However, these are very traditional festivals, such as Easter, Christmas, Pancake day, Mothers day. Therefore children have fewer opportunities to increase their understanding of other cultures or religions. The childminder supports younger children effectively in the three prime areas of personal, language and physical development. As a result of the childminder's praise and encouragement children demonstrate confidence and self esteem. For example, when they say new words or achieve a new skill such as putting stacking cups on top of each other they look to the childminder for praise and often then repeat this skill. The childminder gives high priority to developing children's language, understanding and communication skills. She demonstrates a good understanding of how to encourage early speech, echoing sounds that children make and continually introducing new vocabulary during play activities and when sharing books. For example, when looking at books she encourages them to count objects and delights when children appear to be copying some of the numbers.

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

The childminder provides a welcoming, stimulating environment where children feel confident and settled. Children form secure attachments showing strong levels of belonging and independence as they investigate and explore the wide variety of toys and activities. Children are happy and settled in the warm, welcoming family orientated setting and enjoy investigating and exploring the wide range of activities and resources. The childminder supervises the children appropriately. She has built positive relationships with the children in her care and is aware of their characters and individual requirements. During the settling-in period the childminder discuss all aspects of children's individual characters and requirements with their parents, which enables her to meet their needs effectively.

The childminder has effective systems in place to help children feel and keep safe. Comprehensive risk assessments are completed to ensure that the children are able to play in safe environments both within the childminders home and on outings in the local community. The childminder provides gentle reminders to children to reinforce safety

concepts. For example, when children crawl under the table to retrieve a toy she reminds them verbally and through gesture to be careful not to bump their heads. The childminder fully records details of any accidents and incidents to safeguard children. She shows these to parents and seeks written confirmation that they have read and acknowledged these.

The childminder manages behaviour at a level dependent to the age and stage of the children. For example, with older children she speaks to them about any inappropriate behaviour and talks to them of the consequences of their behaviour on others. She reinforces a 'kind hands and kind feet' approach with all children. The childminder promotes children's independence by encouraging them to manage self-care independently. For example, where age appropriate she encourages children to feed themselves and has equipment in place to support children to manage their toileting needs. This supports their preparation for the move onto nursery and school. Generally the childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. For example, the childminder reminds children to wash their hands before meals, after using the toilet and prior to cooking activities. However, children use a communal towel in the bathroom area which does not fully prevent the possibility of infection spreading in the setting.

Children's health and well-being are promoted within the setting. They develop an understanding of the importance of fresh air, exercise and a healthy diet. The childminder ensures that she provides them with a nutritious, well balanced diet that incorporates plenty of fresh fruit and vegetables. The childminder liaises with parents to ensure that she can meet individual dietary requirements. The initial child questionnaire she has introduced asks parents about food likes and dislikes and she ensures that she has information on any cultural or religious restrictions. Children's individual sleep routines are discussed with parents during the settling-in sessions which helps to ensure that they rest in line with their individual requirements. The childminder walks to and from the local school and nursery and children enjoy activities at local parks where they are able to enjoy a range of challenging physical equipment. The childminder also uses these opportunities to encourage children's understanding of road safety. As a result, children are supported to understand the importance of healthy lifestyles.

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

The inspection was brought forward as a result of Ofsted receiving a concern that the childminder was not complying with requirements following a child having an accident that required hospital treatment. The childminder also notified Ofsted of this accident. This shows that the childminder met the requirement to notify Ofsted of a significant event. Observation, discussion and scrutiny of documentation during the inspection show that the childminder has robust safeguarding procedures and she has effectively followed these policies and procedures in practice. The childminder shares her safeguarding policies and procedures with parents and these fully outline her responsibilities with regards to recording and reporting any concerns relating to child protection. The childminder regularly refreshes and extends her knowledge on child protection by completing

safeguarding courses. Following a recent course she has followed advice given and has put together a separate safeguarding folder in which she keeps all information pertaining to child protection. For example, her policies and procedures, contact details for the local safeguarding team and referral guidance. There are clear procedures in place regarding the safe arrival and collection of children. For example the childminder does not release a child to anyone not authorised by their parents to collect them.

The childminder demonstrates a positive attitude towards the ongoing development of her practice. She has effective systems in place to monitor and reflect on her provision. For example, she collects parental views on her service through questionnaires. The childminder constantly evaluates her practice and makes alterations to ensure that she continues to offer an effective service. For example, she has recently altered her observation system to inform her planning more effectively. The childminder has completed a number of additional courses such as the characteristics of effective learning, tracking a child's development, safeguarding and paediatric first aid. The childminder demonstrates an ongoing commitment to developing her professional development through the completion of further training and through regular liaison with other childminders. This shows her positive attitude towards driving improvement. The childminder's continual evaluation of her toys, activities and outings she provides ensures that she provides resources and experiences that are provide appropriate challenge and interest.

The childminder has established extremely positive partnerships with parents and carers and ensures that they are informed about their child's development and progress through verbal feedback, contact books and text messages. She regularly shares younger children's developmental profiles and summative assessments with parents which enables her to fully involve parents in their children's learning. The childminder shares her detailed written policies and procedures with parents so that they are aware of how her childminding setting operates. Parents are happy about the care their children are receiving with positive comments in questionnaires and on summative assessments. These include 'we are happy with our child's development' and 'our child is gaining more self confidence and has settled really well'. The childminder has developed partnerships with other early year's settings that children attend which ensures continuity in their care and learning. She is also aware of the importance of working with any other professionals involved in a child's care in full consultation with their parents.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY386458
Local authority	Bromley
Inspection number	965798
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	05/03/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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