

Inspection date	08/01/2013
Previous inspection date	16/10/2009

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 has a secure knowledge and understanding of the Early Years Foundation Stage. She has a good awareness of how young children learn and uses this knowledge to promote children's learning and development.
- Children settle quickly and are keen to explore their surroundings. They demonstrate their developing independence.
- The childminder works with children's schools to ensure they receive the support they need to make the transition there as easy as possible.
- Children's personal and social skills develop well with the strong support from the childminder and the interaction with other children.

It is not yet outstanding because

- children's opportunities to become involved in the recording of their learning journey and reviewing their progress and development is currently limited.

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 the children playing with the various activities
- The inspector spoke with the childminder at regular intervals throughout the inspection.
- The inspector viewed all relevant documentation provided by the childminder.
- The inspector noted the views of parents in the form of questionnaires, references and thank you notes.

Inspector

Gillian Cubitt

Full Report

Information about the setting

The childminder registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers flexible care and currently has five children on roll, four of whom are in the early years' age group.

The childminder lives with her husband and two children of school age in a house in West Wickham, London Borough of Bromley. Children have the use of all the ground floor

rooms and a bedroom upstairs for sleeping. Children access the home from the side entrance where there is an area for them to take off their coats and shoes and enter the main play area. This room has direct access to the rear garden. There is also a downstairs toilet. The family have one small dog.

The childminder holds a relevant professional qualification in childcare. She attends toddler groups, local farms, parks and libraries.

What the setting needs to do to improve further

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

- develop opportunities for children to become involved in their learning journey by providing them with resources to create a learning book for them to see their progress and development over time.

Inspection judgements

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

The childminder demonstrates a secure knowledge and understanding of the Early Years Foundation Stage. She provides interesting and fun experiences that give a good balance of activities across all areas of learning. Photographs show children's engagement in activities. For example, outings to the allotment allow children to collect fruit and vegetables as well as watering plants. As a result, children learn how things grow and the childminder explains the importance of water and sunshine. She challenges children's ideas further by introducing activities such as making 'sunshine pictures'. Children also help with some food preparation that is appropriate to their ages and stages of learning. Their care needs are met appropriately.

The children play in a very bright, welcoming playroom, which gives them direct access to the garden to extend their physical play. The childminder thoughtfully divides her garden to accommodate the needs of all children. Older children are able to play football at the rear whilst younger children concentrate on their mobility in safety with patio toys. Inside, the childminder offers a good range of freely accessible toys and resources to challenge children's thinking whilst maintaining their interest. Children enjoy dressing up and the childminder provides a variety of outfits for children to choose. The children like the independence of dressing themselves and knowing the childminder is there to give them help. Children twirl around and dance and the childminder joins in singing nursery rhymes to which children eagerly participate doing the actions showing they understand the

words. As a result, children's communication is developing well. The childminder further supports children's language by displaying pictures of activities on the wall. This helps children to communicate their preferences for some activities. The childminder provides children with a wide range of books suitable for babies, toddlers and older children. All books are bright and some have different languages, which introduce children to other cultures and customs.

Efficient systems of observation and assessment ensure children's learning progresses according to their age and stage of development. The childminder obtains some key points for assessing their starting points from conversation with parents and noting what they enjoy doing at home. This information helps the childminder settle children into her home. She follows their daily routines and building upon children's abilities through her planning of suitable games and activities. The childminder shares this information with parents. Although children participate in their learning journey they do not have access to their own book to look through so they can see how they change through time.

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

The childminder gives a high priority to children's safety. Her home is very safe and she is vigilant when going on outings to ensure children are safe and become aware of hazards. Regular fire drill practice and explanations of why children must leave the house introduce them to moving quickly in the event of a fire.

Children's behaviour shows that they feel secure in the childminder's care. The childminder gives them plenty of one-to-one attention and appropriate praise that fosters their self-esteem. For example, children beam with joy when the childminder gives praise and a sticker for helping to tidy the toys away. The childminder also displays written guidance on appropriate behaviour for older children to read. Children like to look at their work on the wall as well as photographs of themselves with their family. This helps children feel valued. Children learn the meaning of sharing through the gentle reminders of the childminder and by introducing them to play with others at toddler groups. Children develop healthy habits because the childminder introduces daily routines for personal hygiene which they learn. They have nutritious snacks and meals, which the childminder prepares in consultation with the parents to meet children's dietary needs.

Children are learning about their local environment during regular outings to the park, allotment and petting zoos. This helps them develop social skills and gives them the opportunity to explore outdoor activities, which widens their knowledge of the world. The childminder also introduces cultural events as part of her long-term planning. This heightens children's awareness of enjoying activities celebrated by other cultures such as Chinese New Year. All these activities provide children with a strong all round education, which is a good foundation for them to move forward when they transfer to nursery or school.

The effectiveness of the leadership and management of the early years

provision

The childminder organises her setting well. She has all the necessary documentation for the safe management and smooth running of her childcare provision. The childminder's arrangements for safeguarding are strong, thus promoting children's welfare. She has a good understanding of the procedures to follow to report a concern should the need arise. The childminder supports her practice with a system of policies and procedures for children's health and well-being, which she shares with parents.

Children quickly develop fond attachments with the childminder and readily include her in their play. The childminder knows children well, taking an interest in their family background and what makes them unique. This helps in the assessments of children enabling the childminder to give accurate accounts of their development and progress. Working closely with parents in this way and, when required, other professionals ensures that the practice meets children's individual needs.

The childminder has a positive attitude towards developing her service and practice. This is through evaluation of her activities, home environment as well as her knowledge and skills. Within the past year she has completed a recognised childcare qualification as well as attending shorter early years relevant courses for early years. Furthermore, the childminder makes effective use of the Ofsted self-evaluation form and regularly reflects on the benefit of the activities she provides. She has a new tracker system, which links to the Development Matters guidance in the revised Early Years Foundation Stage to help monitor children's progress. The childminder collects parents' views through questionnaires and discussion. Parents are generally very positive about the service the childminder provides stating she is "friendly and professional". Parents welcome the childminder's flexibility in her service and thank her for "going the extra mile" to support children.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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	EY393103
Local authority	Bromley
Inspection number	893643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	

Date of previous inspection	16/10/2009
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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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