

Inspection date

Previous inspection date

28/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provides children with a good range of experiences that promotes their learning and development and helps them to make good progress.
- Children are happy, settled and quickly gain in confidence because of the good relationships they have with the childminder.
- Children develop good language and communication skills because the childminder effectively interacts with them.
- Children develop strong physical skills as they play in the garden, use challenging equipment at the park and use appropriate tools in the play dough.

It is not yet outstanding because

- There are fewer activities that promote children's knowledge of other cultures and traditions

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 playing and interacting with the childminder.
- The inspector viewed children's assessment records to see how they are making progress
- The inspector sampled policies and procedures, including the safeguarding policy, behaviour management policy and complaints policy.
- The inspector asked the childminder questions about her knowledge of the safeguarding and welfare requirements.

Inspector

Sarah Morfett

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children in Bexley, within the London Borough of Bexley. Children are cared for mainly on the ground floor and there is a secure garden for outside play. The childminder walks to local preschools and schools, shops, a library and local play parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare

Register. There is one child in the early years age group on roll.

What the setting needs to do to improve further

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

- strengthen activities that promote children's knowledge of other cultures and traditions to raise their awareness of the wider community.

Inspection judgements

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

The childminder has a good understanding of children's individual needs. She makes effective observations of the children as they play to assess what they can do and what they need to do next. This information enables her to provide a good range of interesting and challenging experiences that meet children's needs well. She uses the publication 'Development Matters' to make sure she is covering the seven areas of learning. Therefore, planning supports children to make progress within the typical range of development expected for their age. The childminder gives parents good opportunities to read their child's developmental records. She discusses with them how children are progressing and makes notes of their comments to ensure they are included in their children's learning.

Children have good opportunities to explore and investigate through play. They are adept at puzzles appropriate to their age. They develop good problem solving skills by using hand and finger control to fit the shapes into the right hole. The childminder extends the learning experience by introducing harder puzzles. This challenges children well and helps them to move forward in their learning. Children construct shapes and towers with interlocking bricks. Younger children show interest in how the bricks fit together and spend time pulling them apart and putting them back together again. This further develops their hand eye coordination. Children explore textures as they play with dough, for example, they squeeze and mould it into shapes. They use tools to make shapes and the childminder offers encouragement as she says 'press down hard' to help them cut out the shape they want. This helps children begin to understand that tools have a purpose. Children benefit from daily outside activities such as walking to and from school, trips to the park and woods where they explore the natural world. Children play with a good range of resources that promotes their understanding of people's similarities and differences. However, activities to enhance their understanding of different cultures and traditions are limited. This has an impact on their awareness of the wider community.

The childminder supports children to develop their language and communication skills by effectively engaging them during play. She builds children's vocabulary by repeating words often. For example, she reads them a story naming objects in the book, repeating these over again so that children can hear the new words. Older children benefit greatly from her interaction, for instance, she talks about the 'medium sized' piece of dough. Children ask, 'is that the big bit?' the childminder confirms this. They later refer to the medium sized piece, showing they understand the concepts of mathematic language. As a result of the effective interaction children are well prepared for their next stage of learning and development.

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

Children are clearly happy and settled in the childminder's care. They move around with confidence and make choices about what they play with. The childminder is sensitive to children's physical and emotional needs and responds quickly to ensure that she fosters their well-being successfully. The childminder has warm and friendly relationships with the children. She works closely with parents and children to build firm bonds. Consequently, children feel secure and demonstrate a strong sense of belonging. The childminder is a good role model and encourages children to say please and thank you, helping them to learn good manners. She is consistent and calm when dealing with any negative behaviour. This means children learn right from wrong, behave well and make the most of the experiences on offer.

The childminder gives good consideration to the organisation of her home to meet the needs of the range of children who attend. There is sufficient space for children to move about and play with easily accessible, high quality toys and resources. This supports children's development well. Children are offered good opportunities to develop physical skills effectively. They attend a variety of playgroups and soft play centres where they can use a wide range of apparatus such as wheeled toys and climbing equipment. These activities help them to explore the space around them and learn how their bodies work.

Children's safety is given high priority. The childminder carries out a comprehensive risk assessment each week. This ensures the environment is thoroughly safe and secure for the children to play in. Children learn about their own safety when out of the home. For example, the childminder teaches them good road safety habits such as to stop, look and listen before they cross the road. The childminder works closely with parents to promote healthy eating. Parents provide their children's food and the childminder supports this by ensuring they eat well. She makes sure children's drinks are always available which means they drink regularly. This helps the young children to develop an understanding of adopting healthy lifestyles. Children benefit from well-organised routines and activities. Therefore they feel safe, secure and gain confidence to be active learners.

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

The childminder has a good understanding of her responsibilities to implement the safeguarding and welfare requirements. She clearly understands the areas of learning and knows how children learn through play. This helps her to provide a broad range of experiences that help children progress well towards the early learning goals. The childminder has a good understanding of the local child protection procedures. She has good supporting information on safeguarding should she need it. For example, there are lists of contact telephone numbers for local child protection agencies. This means she can quickly seek advice or report a concern if she felt a child was at risk. The childminder has a wide range of written information that underpins her good practice. This is shared with parents so they can be secure in the knowledge that their children are protected.

The childminder uses the Ofsted self-evaluation form to reflect on her practice and identify her strengths and areas she wishes to develop. She considers training as a high priority. She is booked to attend a course to develop children's communication and language and is planning to complete the next level in her home childcare qualification. This demonstrates her strong commitment to improving her childminding service.

The childminder uses relevant child development books and the 'Development Matters' document to monitor the effectiveness of her planning to ensure she is meeting children's individual needs. The partnership with parents is good. The childminder has developed good relationships with parents and provides effective ongoing communication during arrival and collection times. Details of children's well-being and learning and development are shared daily. She encourages parents to feedback on how happy they are with the service provided both verbally and with questionnaires. This means they are effectively included in the ongoing development of the childminder's setting. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage. She demonstrates a positive attitude to developing these when the need arises. Overall, the childminder has developed a strong service that meets children's and parents' needs well.

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 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	EY419486
Local authority	Bexley
Inspection number	725576
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5

Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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