

## Inspection date

Previous inspection date

10/12/2014

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

- Daily verbal exchanges ensure that parents are informed about their children's care and progress.
- Children are happy, settled and show a strong sense of belonging. They have formed close attachments with the childminder, his co-minder and other children.
- The childminder gives high priority to children's communication and language skills, introducing new vocabulary continually during play activities.
- Children are cared for in a secure and safe environment, where effective risk assessments ensure their ongoing safety and well-being.
- The childminder finds out about children's individual needs, interests and starting points in order support their progress and development.

### It is not yet outstanding because

- The childminder does not consistently share information about children's learning and development with other early years settings children attend.
- There are few resources to support children to see print in meaningful contexts, such as their names or labels on toy boxes.

## 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 discussed how the childminder uses observations to support children's individual learning and development.
- The inspector reviewed and discussed the childminder's reflective practice and self-evaluation.
- The inspector sampled a selection of documentation, including written policies and procedures, children's records, accident and medication records.
- The inspector observed children enjoying a range of activities indoors and outside and participating in the daily routine.
- The inspector looked at suitability of household members, and checked evidence of qualifications.

## Inspector

Lara Hickson

## Full report

### Information about the setting

The childminder registered in 2011. He is registered on the Early Years Register and the compulsory part and the voluntary part of the Childcare Register. The childminder lives with his wife, who is a registered childminder and their four children in the London Borough of Bexley. The childminder uses the ground floor for childminding. There are currently three children on roll; two of whom are in the early years age range. There are schools, shops, a library and public parks within walking distance.

### What the setting needs to do to improve further

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

- develop further an environment rich in print where children can learn about words in meaningful contexts, for example using labels with words and/or name cards
- continue to develop partnerships with other settings that children attend to offer a consistent, shared approach to their learning.

### Inspection judgements

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

The childminder supports and extends children's learning through his interactions during play activities and by using questions and discussions. This challenges and stimulates children's individual learning well and helps them to make progress to the next stage of their learning. Children are able to independently select from the range of resources available because these are easily available for children to choose from. This enhances children's decision making skills and allows them to be actively involved in their learning.

The childminder ensures that he provides a good balance of child-initiated and adult-led activities and experiences to support children's learning and development. For example, on the day of the inspection, he planned a play dough activity for all the children. The childminder had different learning intentions for each of the children to meet their individual stages of development. This shows his ability to differentiate activities to meet different the learning needs of each of the children.

The childminder gives high priority to developing children's language and communication skills. He does this by asking questions and talking to children appropriately, according to their age and stage of development. For example, he talks to one child about the colours of the cups and equipment during a play dough activity. In addition, during the same activity, he encourages an older child to talk about how the different ingredients feel,

using questions well to encourage the child to use a range of describing words. The childminder constantly talks to children during play and routine activities, enhancing their vocabulary and extending their understanding. When children pronounce a word incorrectly, the childminder repeats the word correctly in the conversation. This helps children to learn the correct pronunciation and hear the word in context. For example, he repeats the word 'yellow' correctly when children say 'lellow' instead of 'yellow'.

The childminder demonstrates a clear understanding of how young children learn through play. He uses his observations of children during play activities and daily routines to plan activities to support children's next stage in their learning. The childminder is clear about the development stage each child is at and has appropriate planning to help children make progress. For example, he supports children's speech by introducing vocabulary during activities, including concepts of colour and names of animals and objects. At the start of each child's placement, the childminder discusses children's development and interests. He then plans activities and experiences using information from parents and from his initial observations and assessment. This enables him to understand what activities children enjoy and their current capabilities to ensure that they are engaged and offered appropriate challenges. The childminder's assessment of children's learning show that children make good progress in their learning and development in relation to their starting points.

The childminder supports children to develop positive relationships with each other, encouraging and praising sharing and turn taking. The childminder organises a range of activities to support children's understanding of the world. For example, children enjoy planting and caring for a range of produce in the childminder's garden and outings to a variety of local parks and to feed the ducks. There is a wide range of books that support children's enjoyment of reading and children choose books to look at with the childminder. However, there are few examples for children to see print in meaningful situations, such as their names or labels on toys boxes to support children's early reading skills.

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

The childminder has good systems in place to support children's health and well-being. He gets to know the children and their families well. For example, he meets with parents before children start to give them the opportunity to meet him, his family and become familiar with his setting. He uses this time to gather information from parents about their children's interests, care needs and individual routines. This enables him to provide toys, resources and equipment which are familiar and interest children. The childminder and parents exchange information on a daily basis to share information regarding children's learning and development. This helps children to make consistent progress and develop skills for their future.

The childminder demonstrates a good understanding of health and safety. He regularly assesses risks within his setting and on outings in the local community, which then enables him to effectively minimise any risks to children. Safety is given a high priority and children are supervised well during activities within the indoor and outdoor environments

and when on outings. Children learn to keep themselves safe with support from the childminder. For example, on walks in the local community, the childminder discusses and practises road safety with the children. Children participate in regular evacuation drills, to enable them to be aware of the procedure to follow in the event of an emergency. The childminder has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. Children are learning the importance of good personal hygiene through effective daily routines, such as washing their hands before mealtimes and after going to the toilet. The childminder holds a valid paediatric first aid qualification, ensuring that he can provide prompt first aid in the event of a child becoming unwell or having an accident. Any medication administered to children is fully recorded with all the required details and any accidents sustained are dealt with appropriately by the childminder and details recorded.

Children behave well in the childminder's home. They learn about boundaries in the setting and when on outings. Therefore, children learn to manage their own behaviour. Therefore, supporting their social skills.

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

The childminder demonstrates a secure understanding of safeguarding procedures, particularly with regards to recording and reporting any concerns relating to child protection. The childminder has written policies regarding safeguarding children and shares these with parents to ensure that they are fully informed of his responsibilities to the children he is minding. 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. Parents are asked to inform the childminder of any changes regarding collection. Effective supervision of children within the setting and on outings ensures their ongoing safety and well-being. For example, all visitors show their identity, sign in and out of the setting and are fully supervised. These procedures ensure that children are protected while in the childminder's care.

Since registration, the childminder has completed a wide range of different training courses to further enhance his knowledge of how children learn and develop, and how to promote their safety and well-being. These include safeguarding and food safety and catering. This demonstrates his positive attitude towards the ongoing development of his practice. The childminder has worked closely with his co-minder to incorporate information learnt from training courses into their childminding practice. For example, he has reviewed the use of cameras and mobile phones in his setting and now uses a separate camera for taking photographs of minded children. He has explained to parents that photographs of their children will only be used to share their progress and for their children's developmental books. He has parental consent in place for taking photographs and once photographs are printed off he deletes the images. These procedures help to safeguard promote children.

The childminder has established positive relationships with parents and carers to them

informed about their children's care. Parents demonstrate they are happy with the care their children receive through positive comments they have made on questionnaires. The childminder demonstrates an understanding of the need to work in partnership with other settings children attend and has links in place with the local nursery school where he collects children. However, these are very much based on children's care routines rather than the sharing of information about children's learning and development.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY421925       |
| <b>Local authority</b>             | Bexley         |
| <b>Inspection number</b>           | 729593         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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