

Inspection date

Previous inspection date

23/07/2014

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

- The childminder has an organised and professional approach to her work, which means that she aims to provide her best for the children in her care.
- Children benefit from a wide range of activities which the childminder bases on their interests. As a result, children are continuously engaged in purposeful play.
- Children benefit from consistent care because the childminder builds strong partnerships with parents.
- The childminder has good planning and observation methods, which helps her to track children's learning and tailor her teaching methods.

It is not yet outstanding because

- Occasionally, the childminder does not fully explain to children why they cannot carry out an activity, to extend their understanding of safety.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the childminder's home and the childminder's interactions with them.
- The inspector sampled a range of documentation, including medication and accident records, and children's attendance records.
- The inspector held ongoing discussions with the childminder throughout the inspection, including discussions about safeguarding issues.
- The inspector viewed written comments from the parents.

Inspector

Marvet Gayle

Full report

Information about the setting

The childminder registered in 2011. The childminder lives with her husband and three children, in a flat in a residential area of Bromley. There are three children in the family, two of whom are under eight years. She lives close to transport links, local schools and nurseries. There are five children on role. The childminder takes children out on a daily basis. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen children's understanding of why certain actions will help keep them safe when playing.

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 how to meet the learning and development requirements. She provides a broad and balanced curriculum, which covers all areas of learning, with activities and themes based around children's interests and abilities. She gets to know each child's learning style and starting points, and organises a good balance of adult-led and child-initiated play. This helps children to engage in purposeful play and make good progress in their abilities and skills.

The childminder gets onto children's level and talks with them continually as they play. She gives them time and space to work things out and arrive at their own conclusion. She uses key vocabulary and repetition to help children become familiar with new words and is skilled at developing conversations. Children enjoy chatting with the childminder and become confident talkers. The childminder uses clear short sentences to support children's understanding and to develop their language. This helps children to learn at their own rate while playing together. Children enjoy looking at books and the childminder includes trips to the library and local groups as a regular activity. Children see lots of words and word labels in the play environment. As a result, children know that print carries meaning and become familiar with different prints. Children benefit from a wide variety of craft and art media and materials. Regular use of pencils, chalks, paint and dough means that children enjoy making marks in different ways and practise early writing. The childminder skilfully builds on children's interests. For example, having a seaside theme after children visit the beach and become fascinated by different items they find and see there. The childminder weaves in mathematical learning as children count how many diggers they have and how many scoops of sand. This helps children to learn about numbers as part of general play

and build their number recognition. Children enjoy using the toys and resources in different ways and use their imagination well as they play with the people and transport. The childminder builds on children's ideas by asking questions to help them extend the activity. She uses carefully worded questions and consistently gives children time to think and respond. This fully supports children's critical and creative thinking.

The childminder meets with parents to establish children's starting points before they begin attending her setting. She makes close observations of children as they settle in to learn about their level of achievement, their confidence and interests. This helps her to plan activities which engage and challenge children. The childminder relates her observations to children's expected levels of achievement in each area of learning, using published guidance. She uses this to track children's achievements and identify any gaps in their development. As a result, she is able to tailor planning to consolidate children's emerging skills and build on stronger areas. The childminder understands the importance of the progress check for two-year-old children and carries this out. The childminder writes regular summary reviews of children's overall progress, which she shares with parents to establish children's next steps. Children are making good progress from their starting points given their capabilities and show rapid progress in their learning and development.

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

The childminder is a very effective key person for children she cares for. She tailors the settling in process to make sure that children and parents are confident to separate and children settle quickly. They are confident to explore and benefit from the childminder's warm and engaging manner. Children have their own belongings in the childminder's house and their own display area. As a result, children feel a strong sense of belonging. The childminder has created a good learning environment in her home. Children can easily reach a wide range of toys and play equipment, which includes natural, household and homemade items. This helps to support their independence and curiosity to explore. The childminder takes children out on a daily basis where they have access to open space and play in the fresh air. Allowing them to explore nature and learn about their community. Children can also choose activities from across the curriculum while playing outdoors, which suits children who learn best outdoors.

Children have good opportunities to learn about healthy lifestyles. They eat healthy snacks and meals which include fruit, and have water or milk to drink. Children know they must wash their hands before eating and after using the toilet and to put tissues straight in the bin. This means that children develop good routines, which help to minimise the risk of cross infection. They learn to manage a good range of self-care skills such as wiping their faces after eating. This fully supports their growing independence. Children enjoy manipulating items, as they try to fit the play people into the diggers and operating spinning toys, as they begin to develop their technological skills. This builds their small muscles. Children are beginning to learn how to manage their safety because the childminder explains how to cross the road when they are out and about stranger danger. However, she occasionally does not fully explain to children why she does not allow them

to carry out certain activities. As a result, they do not completely understand the consequences of their action or enhance their growing knowledge of using things safely.

Children are well-behaved. The childminder has clear and simple rules so children know what she expects of them. They cooperate in play, developing their understanding of how to take turns and share. Children are confident to ask for support when they need it, and enjoy having a go with different toys. The childminder encourages children to be polite and praises them when they spontaneously say thank you and please. Children show pride in their achievements and enjoy looking at their display wall with their photographs and work. This demonstrates that they are acquiring good skills for their future learning as they become ready for school.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. She has completed safeguarding training and has a policy and procedures should she have concerns about the welfare of a child. The childminder shares these policies with parents so they understand her duties and responsibilities. The childminder completes thorough and detailed risk assessments of her home and regular outings. She identifies and minimises any hazards and carries out daily checks before children arrive. The childminder keeps all her records and documentation in a well-organised and professional manner, which underpins children's well-being.

The childminder has quickly established very effective methods for organising the learning environment and her planning and assessment methods. The childminder consults with mentors to review and evaluate her work so that she can identify and carry out enhancements. For example, she is developing theme tables to extend children's enjoyment. The childminder uses the support of her local authority and the courses they offer to build on her knowledge and understanding of child development. This demonstrates that the childminder has a clear action plan to make improvements to her provision. The childminder reviews her routine and activities to make sure that they suit the children who attend. As a result, she changes which groups she visits to make sure that children are engaging in age-appropriate activities.

The childminder builds friendly and professional partnerships with parents. She provides a range of information such as verbal handovers, a communication book and learning journals. Parents add their comments to communication books and summary reviews, which help the childminder to provide consistent care. Parents comment that the children make good progress and are growing in confidence. The children do not attend other day care settings. However, the childminder has a good understanding of the importance of building strong partnerships with other key persons when children start at other settings. The childminder attends groups at local venues and understands how to seek further help and support should children have additional needs.

The Childcare Register

The requirements for the compulsory 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	EY422891
Local authority	Bromley
Inspection number	765765
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
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, 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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