

Inspection date

Previous inspection date

11/01/2013

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 a childcare qualification at level 3, which she uses to good effect. Her observations, assessments and planning for children's play and learning are very clear and accurate and show a very good understanding of children's development.
- The childminder has provided children with a welcoming home environment where they can all access a good selection of attractive toys and resources.
- The childminder provides children regular opportunities to go to local toddler groups and the park and shops which enables children to explore and learn about nature and their community.
- The childminder constantly communicates with children which helps them to talk and learn and gives them confidence in expressing their needs and ideas.

It is not yet outstanding because

- Children do not have access to many natural objects, such as wooden tools and boxes, tins for them to explore, investigate and play with.

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 majority of inspection time was spent observing the childminder and the child she was caring for.
- Ongoing discussion and observations with the childminder took place throughout the visit.
- The inspector sampled children's information and development records and the childminder's policies and procedures.
- The views of two parents were gained from written references they had provided.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three young children in Welling, in Kent. The whole ground floor of the childminder's house is used for childminding and there is a large, fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She currently minds two children in the early years age group on

a part-time basis. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The childminder holds a relevant early years qualification.

What the setting needs to do to improve further

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

- provide a collection of sets of items for children to explore natural objects such as, tins, shells and wooden tools like lemon squeezers and whisks.

Inspection judgements

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

The childminder uses good teaching techniques. For example, she provides interesting toys and activities both inside and outside that are well matched to each child's individual abilities. These have a positive impact on children's learning and development, so that all children make good progress. The childminder provides constant attention and support for children, commenting on and talking about their play. This encourages children to make positive responses and gives them the confidence to explore.

The childminder plans children's experiences to cover the all areas of learning and takes them on a variety of outings where they enjoy a range of experiences to support their progress. For example, they enjoy visiting her own children's school where they can join the assembly and the 'show and tell' times. The childminder is experienced at assessing children's individual needs and abilities and providing activities that interest them. The written observations of children's play show an accurate and precise understanding of their development and reflect ongoing progress. The childminder establishes what children can do when they first start through discussion with parents and by making her own observations. She records children's achievements and shares these with parents verbally and in the journals and daily record books. The learning journals are shared with parents regularly, and they are encouraged to contribute to these, promoting consistency.

Toddlers develop their understanding of colours, numbers and sizes by playing with stacking cups and building blocks. They fit the cups inside larger cups, encouraged by the childminder's commentary on what they are doing and her occasional help when it is needed. For instance, the childminder has to help line up a large plastic 'coin' to post into the piggy bank but offers guidance and simple instructions rather than doing it for toddlers. Although children enjoy observing birds and other natural things when they

watch the garden or go outside to walk and play, there are not many natural objects such as shells or wooden spoons inside for them to play with and investigate.

Cutting and sticking are popular with the older children who engage in crafts and make collages. Children enjoy role play and happily engage in playing 'teachers' with the childminder's own older children. They benefit from the support of the childminder when they share books with her. They can select these for themselves and also enjoy choosing from the puzzles that are stacked on the low shelves. The childminder promotes their learning by asking questions about the pictures and describing what is happening in the pictures. This stimulates their communication and language skills and successfully builds children's understanding.

Children enjoy good opportunities to refine their coordination and control, for instance, during the inspection a toddler learns how to drink independently from a trainer cup rather than a bottle. Children enjoy running around the local park playing chase and using large apparatus such as the slide and swings. They like to join in the craft and music activities at the local groups they go to and these visits extend their understanding of their community. They benefit from the good humour and patient support of the childminder, which builds their confidence and inquisitiveness.

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

Children settle-in successfully as the childminder welcomes them with their parents on a series of visits, getting them used to her and her home. Their well-being is nurtured through effective provision for personal, social and emotional development. The childminder is very sensitive to their needs, helping children to share and behave positively. The childminder fosters inclusion by making sure each child can enjoy every activity as she offers good support by frequently participating in their play. For example, the childminder praises children's achievements and shows her pleasure when children are able to develop a new skill. This helps children feel self-assured and valued.

Children develop their understanding of a healthy diet by eating fresh fruit during their snacks and meals. They enjoy a variety of foods such as cereals, rice cakes and home cooked lasagna. They are beginning to understand which foods support their good health as the childminder discusses the poster of healthy foods she has displayed; she also plans to use the garden for children to grow vegetables for them to eat. Children can help themselves to their drinks, which are kept topped up and this supports their good health.

The childminder shows good humour and patience when a toddler discovers he can help himself to a selection of puzzles and begins to pull them from the shelves; she laughs at this and sits down with him, helping to complete the simple ones so that he can understand how to use them. This enables children to form a strong bond with her so that they feel secure. She understands their needs and shows them how to care for themselves by putting on socks because, she says, their feet are getting cold.

Children are secure enough to show what they want as they help themselves to toys and

learn how to use them safely. For example, they learn how to use the scissors safely when cutting and sticking. They learn to behave well, to play with others, and develop social skills when they go out to local groups. They are confident and are interested in the activities, showing that they are gaining good skills and attitudes to underpin the expectations in nursery and school.

By placing baby and toddler toys on the lower shelves, the childminder successfully promotes children's safety and ability to choose activities for themselves.

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

The childminder shows a good commitment to improving her service. She has attended training such as a safeguarding course and she has a qualification in early years at level 3. She demonstrates a good understanding of how to enable children to enjoy a wide variety of activities and therefore learn, from all aspects of play. The childminder's knowledge of the safeguarding and welfare requirements is good. Children's safety is well promoted; for example, the childminder has obtained written permission for children to go on outings and so that she can administer medication if this is needed. In addition, by placing baby and toddler toys on the lower shelves, the childminder successfully promotes children's safety and ability to choose activities for themselves.

The childminder has completed a written self-assessment and she obtains parent's views. She uses these to ensure she is providing a service that meets their needs. The childminder knows the preferences and interests of the children she cares for and provides a wide range of activities that meets their individual needs. The childminder has familiarised herself with all the documents detailing the requirements of registration. She supplies appealing and interesting resources to reflect the interests of the children attending and supplements these with outings and local activities in the community.

The childminder has established good quality relationships with the parents who are very satisfied with the service they receive. She shares information about children's routines and the activities they complete on a daily basis. She makes the children's learning journals and daily diaries available so that parents can discuss these with her and write their own contributions and requests. For example, parents share information about what children have done at the weekends and the childminder incorporates any follow-on activities into her programme. Parents remark how welcoming the childminder is and how happy and enthusiastic their children are about coming here. Consequently, they make good progress in their development with the childminder. The childminder has a good relationship with the nursery school that the children attend and shares information so that she can fully support the care and development of 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 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	EY448537
Local authority	Bexley
Inspection number	806924
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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.

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