

Inspection date

15/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are thriving. They show high levels of curiosity and imagination and demonstrate excellent behaviour. Children quickly become immersed in their play, showing excellent social skills, thoroughly enjoying their time with the childminder.
- Observation and assessment is robust and the childminder is skilful in planning activities which inspire and motivate children to learn. As a result, children make excellent progress, in relation to their starting points, in their learning and development.
- Children are cared for in an extremely safe and secure environment, where they develop an excellent understanding of the importance of safety routines and the benefits of leading a healthy lifestyle.
- The childminder is professional and constantly looks at ways to continue to improve her practice and to maintain her high standards.

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 and chatted to children as they played.
- The Inspector observed the childminder interacting with children and discussed how she is delivering the EYFS & meeting all requirements.
- The Inspector took account of the views of parents via references.
- The Inspector looked at all required documentation, policies and procedures and children's developmental records.

Inspector

Sarer Tarling

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband, their two school age children and baby. The family live in a three bedroom house located in Sidcup, in the London Borough of Bexley. The whole of the property is suitable to be used for minding, although minded children spend the majority of their time playing on the ground floor in the through lounge and playroom. There is a bathroom located on the ground and first floor. There is an enclosed garden available for outdoor play. The childminder is registered

on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently five early years children on roll all of whom attend on a part-time basis. The childminder is also registered to provide overnight care for one child.

What the setting needs to do to improve further

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

- continue to increase opportunities for children to explore the natural world, for example, to investigate the effects of wind, to observe things closely through magnifiers and to take care of plants.

Inspection judgements

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

The childminder is extremely well organised and has developed an innovative planning system. This ensures children have opportunities to actively explore all seven areas of learning both indoors and outside. A pictorial card system, with images and written labels of all the different activities on offer, is used to plan the weekly routine. This provides a wonderful visual timeline for all children who are also able to actively contribute to the planning of their day. The childminder demonstrates an excellent understanding of child development and of how individual children learn. She describes each child she cares for as unique individuals and has high expectations of what they can achieve and encourages a real thirst for learning. Excellent learning journals provide a lively report of what children have been doing each day and an accurate record of their development. The childminder precisely links observations to the development bands and uses this information to highlight individual next steps. Parents share information about their child's development at home and engage in their children's learning. Records clearly show the excellent progress children are making.

The childminder fully focuses on helping children to acquire effective communication and language skills. She demonstrates a genuine interest in what they have to say and responds to them enthusiastically. Children excitedly join in with singing action rhymes and playing musical instruments. They enjoy using technology such as the microphone as they proudly sing their favourite songs. Babies show pleasure as they make marks with crayons. Older children are making excellent progress in their emergent writing skills and some are able to write their name, the alphabet and numerals. The childminder is an enthusiastic story teller who involves children by asking questions and getting them to

help re-tell the story. Coupled with trips to the library and the use of props during story telling children are showing an excellent appreciation of books. Babies and toddlers explore the interactive resources by pressing buttons to reveal flashing lights and sounds, introducing them to basic technology from a young age. Older children relish opportunities to play physically interactive and educational games on the tablet computer and games console.

Young children become absorbed in their imaginative play. Pretending to cook and then serve food and show care as they play with dolls. The childminder introduces counting, matching and sorting through every day resources such as puzzles, bricks and construction sets. Children further develop their understanding of mathematical concepts as they help to weigh and measure ingredients during cooking activities. The childminder effectively extends children's knowledge of their community through outings. Children learn about nature and animals as they visit garden centres, local parks and farms. Although there is scope to further develop children's appreciation of the natural world in the childminder's garden. Children learn how different people celebrate special occasions by taking part in art and craft activities and listening to stories. They explore their creativity as they use paint, glue and collage materials. Children use natural and recycled materials to construct three dimensional pieces of art. The childminder's ability to differentiate activities offers challenge for each child and they show high levels of independence, curiosity and concentration. This means that they are very well prepared for school and for their future learning.

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

The childminder is extremely knowledgeable about the children in her care due to the well-planned settling-in procedures and on-going partnerships with parents. This enables her to gain a clear knowledge about each child's home life, starting points and interests. As a result the childminder is able to plan and provide activities which support their unique care, welfare and developmental needs. Children are extremely happy and content in the welcoming and child-friendly environment. The childminder is caring and affectionate, therefore children feel nurtured. Children confidently go to the childminder and give her a big cuddle when they feel tired and snuggle into her lap while they drink their bottle.

Resources are easily accessible to all children and they have uninterrupted time to play and explore, building excellent concentration skills. All resources are extremely well labelled with clear pictures and wording. Children actively join in with tidying up when they have finished playing with something. This promotes a sense of responsibility and an understanding that this maintains a safe environment. Children are encouraged to think about why certain safety procedures are in place. For example, they take part in regular evacuation procedures so that they know what to do in an emergency. The childminder also has excellent procedures in place when out in the community. Children are always encouraged to 'stop, look and listen' before they cross the road and high visibility jackets are available to wear in the dark winter months or when in crowded places. Children display excellent behaviour as the childminder skilfully motivates them through lots of meaningful praise and encouragement. Throughout the day the childminder ensures that

all children get opportunities to take turns when playing. She gives lots of very good clear explanations as to why it is nice to be kind to each other.

The childminder consistently gives the highest priority to the safety of children. She effectively supports their growing understanding of how to keep themselves safe and healthy and the importance of leading a healthy lifestyle. The childminder's home is scrupulously clean and she follows hygienic routines when changing babies' nappies. The childminder gently reminds children about good hygiene practices. Such as putting their hand over their mouth when they cough and shows them how to use a tissue for their runny nose. The childminder caters for children's individual dietary needs. Parents comment on how pleased they are that all meals are all freshly prepared, home cooked and provide the children with a varied and balanced diet. Children enjoy social mealtimes where the childminder talks about the importance of healthy eating. Fresh drinking water is available at all times and the childminder places young children's feeding bottles and cups where they can reach them. Consequently, young children are beginning to help themselves to a drink when they need to. Children of all ages thrive from using the wide range of play equipment that promotes mobility and agility, both indoors and outside. For example, babies enjoy standing and bouncing in the activity chair, toddlers use the trundle bikes, learning to negotiate obstacles, while older children enjoy jumping about in the ball pool. All of the children have excellent opportunities to be physically active.

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

The childminder demonstrates an excellent awareness of her responsibilities in meeting all the requirements of the Statutory Framework for Early Years Foundation Stage. All required documentation is well organised, maintained accurately and stored confidentially. The childminder draws up a written agreement with parents and she shares her policies and procedures so all are aware of their role and responsibilities. Following the recent completion of a course the childminder demonstrates a very secure knowledge of safeguarding procedures. She is confident of what to do should she have a concern about a child in their care. All visitors to the home complete a signing in book. Children are cared for in a safe and secure environment. Detailed risk assessments, and the use of safety equipment, effectively minimise risks to children.

Children clearly benefit from their time spent with the childminder. She is extremely passionate about her work and has a clear vision for the future. For example, plans are in place to increase the range of resources which promote positive images of diversity, in particular those of disability. The childminder is committed to continuing her professional development and has plans to attend future training courses to improve outcomes for children. The childminder welcomes feedback from parents and self-evaluation forms part of the routine as the childminder reflects on her practice and planning at the end of each day. This helps to ensure each day truly meets the needs and interests of individual children.

References demonstrate that parents are delighted with the care their children receive.

They speak very highly of the childminder and value the information recorded in their child's learning journal and progress folder. More formal review meetings provide opportunities to discuss their child's learning and development in depth. The childminder is well prepared to complete the new progress check for children who are two-years-old. The childminder demonstrates a good understanding of the importance of working in partnership with other professionals to support children who require additional support to reach their full potential. The childminder has established effective channels with the local school. This provides opportunities to share information about children's progress and ensures continuity and complimentary care.

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
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	EY449473
Local authority	Bexley
Inspection number	811977
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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 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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