

Inspection date

Previous inspection date

15/07/2013

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 promotes children's communication and language skills effectively because she interacts well with them.
- Children are highly motivated and engaged because the childminder plans a good range of activities. Children gain the skills, attitudes and dispositions they need for school or the next stage in their learning.
- The childminder establishes good two-way communication with parents to ensure they are positively involved in their children's learning and development.
- Children gain confidence in the childminder's care because they receive lots of positive praise for their efforts.

It is not yet outstanding because

- There are few mark making materials made freely available to the children, which means they are not always encouraged to use writing for a purpose.

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 the childminder interacting with the children.
- The inspector discussed the childminding service with the childminder.
- The inspector sampled a range of paperwork and documentation.
- The inspector viewed the observations of children's learning and development.

Inspector

Sarah Morfett

Full Report

Information about the setting

The childminder registered in 2012. She lives with her family in a two bedroom house in Elmers End, Beckenham. The ground floor and upstairs bathroom are used for minding purposes and there is a bedroom available if children need to sleep. There is a garden for outside play, however, children mainly visit the local park for daily outside activities. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She currently has one early years child on roll. The childminder walks or drives to local schools to take and collect children and attends the local parent/toddler group.

What the setting needs to do to improve further

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

- broaden the experiences for children by ensuring mark making materials are in easy reach for children to use during all activities.

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 talks to parents during settling visits to gain a good understanding of children's capabilities. This information enables her to provide a wide range of interesting and challenging experiences that meet children's needs well. The childminder makes effective observations of the children to assess what they can do and what they need to do next. She uses a tracker form to chart children's progress, colour coding where they are achieving well and areas in which they need to develop. This gives parents a clear picture of their children's stage of development. The childminder has a good range of information about the children's individual needs to plan for their continuing progress, therefore they move forward at a good pace.

The childminder provides parents with good information about their children on a daily basis. She shares a daily journal of children's achievements and well-being with parents to keep them updated about their children's current development. Every six weeks the childminder and parents meet for a review of children's progress. They discuss how the children have moved forward, particularly in weaker areas. Parents have good opportunities, at these meetings, to agree the learning priority their child should concentrate on next. This means they are effectively involved in their children's learning and development.

Children have good opportunities to explore and investigate through play. For example, they are extremely adept at puzzles, managing 40 pieces with ease. The childminder challenges children well by asking good open questions to help them to think. She asks 'Where does this go?', and 'How can that fit?' Children respond positively, so the childminder takes this a step further and wonders aloud 'Where should this piece go?' to encourage the children to complete the puzzle. Children develop good problem solving skills by using hand and finger control to fit the shapes into the correct place. Children enjoy playing with different coloured bricks. They skilfully build towers in matching colours, carefully balancing the next brick on top. One child says 'careful, careful' as they place the last brick on, demonstrating they understand that this needs to be done very delicately. This helps children to gain a good understand of shape, size and balance.

Children are thoroughly motivated and engage in tasks they really enjoy. The childminder interacts effectively, using good teaching methods, to promote children's language well. She skilfully knows when to join in, and when to sit back and let children try, and children demonstrate good levels of concentration. Consequently, children gain good skills that help them move on successfully to the next stage of their learning.

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

Children are comfortable and happy in the childminder's care. They settle quickly as she offers a welcoming environment where children feel at ease. Overall, children have access to a good range of stimulating toys and resources to support their all-round development. However, mark-making materials are not so easily accessible to the children. Therefore children miss some opportunities to explore and make marks in meaningful contexts. Children behave well because the childminder is a good role model. She offers consistent praise and guidance about acceptable behaviour. She speaks calmly, explaining to children about why their actions may be dangerous. For example, she tells the children why it is not appropriate to walk around with one of the toys spoons in their mouth. Children listen to this explanation and remove the spoon. This helps them to learn to manage their own behaviour and understand safety rules at the same time.

Children learn to adopt healthy lifestyles in the childminder's care. They benefit from daily outside play at playgroups, or trips to the park where they use equipment that challenges their physical skills well. They enjoy a healthy balanced diet because the childminder provides them with nutritious snacks and meals. They thoroughly enjoy regular cooking activities, which help them to learn about weighing and measuring as well as understanding what food is good for them. This means that children learn to make healthy choices. The childminder takes great care to make the environment safe and secure. She has a good range of equipment, such as,, safety gates, to prevent access to areas that may present hazards to children. Children learn good safety procedures by, for example, taking part in regular fire drills and following road safety procedures when they are out. Therefore, they learn to keep themselves safe.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has devised a wide range of policies and procedures to underpin her good practice. The childminder has all of the procedures in place to help ensure she is protecting children. She makes firm agreements with parents, for instance, obtaining written permissions for outings, administering medication and seeking emergency treatment. This means parents can be secure in the knowledge that their children are well cared for. The childminder has a good understanding of the local child protection procedures and knows what to do if she has a concern about a child. She has a safeguarding policy that backs up her well-developed knowledge of the local child protection procedures, so she can report her concerns quickly and effectively.

The childminder demonstrates a good understanding of her strengths and areas for development. She constantly reflects on the service she is providing to ensure she meets the needs of the parents and children. She is keen to do more training to develop her knowledge of how children learn and develop. She works closely with other childminders to discuss the latest practice so she is up to date with current procedures. This demonstrates her commitment to maintaining a good standard of care for all children.

The childminder has good relationships with parents. She provides daily feedback about children's progress and development both verbally and in her daily journal. Parents are encouraged to provide written comments about how children are progressing. This means they can be actively involved in their children's experiences. Positive written feedback from parents shows that they appreciate the care the childminder provides for their children. They note they can clearly see the progress their children are making. 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**

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 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 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	EY451633
Local authority	Bromley
Inspection number	901744
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, 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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