

Inspection date

02/05/2013

Previous inspection date

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

- Children are provided with a good range of activities suitable for their age and stage of development.
- Toys are placed at a low level so that children can explore them.
- The childminder makes a great effort to use words in children's home language when they are learning English as an additional language.
- The children use good hygiene procedures to avoid cross infection.

It is not yet outstanding because

- The childminder does not always fully support younger children to concentrate on one activity for a significant period of time.

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 observed the children playing and their interactions with the childminder.
- The inspector sampled the childminder's documents, including her safeguarding procedures and the children's development records.
- The inspector considered the written views of parents, which were provided for the inspection.

Inspector

Linda Coccia

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three young children in a house in Welling, Kent. Minded children have access to most areas of the home but play mainly takes place in the large living room. Children use the first floor family bathroom. There is an enclosed garden for outdoor play. The family have a pet cat and a dog. The house is within walking distance of a railway station and local bus routes. There are schools and local amenities close by. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, of whom one falls within the early years age range. The childminder currently supports children with English as an additional language.

What the setting needs to do to improve further

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

- strengthen the interesting and challenging experiences provided for younger children to further encourage their concentration skills as they play

Inspection judgements

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

Children attend the setting several times a week, with older children attending before and after school. The childminder has a strong impact on children's learning because she demonstrates a positive attitude towards learning with the children. She enthuses and motivates children to try new activities thereby helping them to develop a 'have a go' approach to learning. She carries out regular observations of the children and assesses how well they are developing, understanding instructions and performing tasks. The childminder plans activities for individual children based on their starting points and capabilities and offers them good support to develop skills for their future development.

Because the early years children are very young the childminder bases her activities around their physical, social and language development although elements of the other areas of learning are also included because the childminder understands that the areas of learning usually link to each other. Overall children are developing useful skills for future learning. However, the childminder does not always fully encourage younger children to develop their concentration skills. This means that younger children do not always fully concentrate on some activities for significant periods of time.

Children are engaged in exploring the toys. They particularly like to discover what is in

boxes and investigate contents thoroughly. This shows that the childminder gives the children time to explore for themselves. The childminder encourages children to explore simple mathematics in fun ways. The childminder encourages children to build tall towers with the large building blocks. They talk about the colours of the blocks and count how many blocks make a high tower. Children delight in taking turns to knock it down. Children love the different types of music played to them and are observed wiggling and jiggling in time to the music. They also love to use the push-button toys, which produce musical tunes. They engage in messy play activities with paint and other materials and they create pictures to take home. During quiet periods, the childminder and children snuggle together for stories. Children happily point at pictures to show they recognise favourite characters and, when they can, join in the storytelling. The childminder uses words from children's home languages during all activities, which helps them to develop confidence in speaking English and their home language. The children accompany the childminder to local parks and indoor play venues to use a variety of large physical play equipment. This supports their developing physical skills well.

The childminder regularly shares her written observations with parents. This allows both the childminder and parents to support children's learning at home as well as at the setting. Parents share their children's developmental progress with the childminder so that she can plan well for their further progress. For example, when children are beginning to walk the childminder is able to provide walkers to give them confidence in their first steps. The records suggest that children are moving well towards the Early Learning Goals given their starting points and capabilities.

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

The childminder uses effective procedures to help children settle quickly at her setting. She encourages parents to take advantage of her introductory sessions, which enable children to get to know the childminder before they separate from their parents. The sessions also allow the childminder to talk to parents about their children's individual care needs. Children demonstrate that they are happy and feel secure as they move about freely selecting their own toys and activities.

The childminder provides a warm, welcoming environment and good quality, well maintained toys. The childminder organises her premises very well in order to cater for the children's needs. For example, she uses a sofa to divide the room into a quiet area and active areas that support children's growing independence and co-operation as they move freely around. Suitably placed stair gates restrict children's access into the kitchen and the hallway. She has carried out thorough risk assessments on all areas of the property and car. She also conducts good risk assessments for outings to parks and other play venues. This shows she gives children's safety a high priority. Children gain a strong understanding of risk from the childminder's prompts about using toys and equipment safely. Children also practise the childminder's good emergency evacuation procedures; they learn to keep themselves safe in an emergency.

The childminder is a good role model for the children. She is respectful to the children and

encourages them to be polite and respectful to others. The children happily share toys and show concern for each other. The childminder offers children lots of positive reinforcement for positive behaviour to promote children's cooperation and sense of achievement. The children eat lots of healthy food at snack and meal times. Fresh drinking water is available throughout the day. The childminder encourages children to be aware of their bodies and the need to rest between physical play activities. Therefore, children learn to engage in healthy lifestyle activities while they are with the childminder.

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

The childminder is effective in organising her service and uses a good range of policies and procedures. She demonstrates a secure understanding of how to safeguard children and keeps the required paperwork in line with the requirements of the Early Years Foundation Stage. For example, her attendance and accident records are complete and she obtains written permission from parents to administer medication. Everyone who lives in her home has been vetted and records are available for parents to see. The childminder's arrival and departure policies and the regular use of the visitor's book help her to monitor the people children have contact with. Therefore, the childminder effectively promotes the children's safety and well-being.

The childminder demonstrates a strong understanding of how young children develop and learn, especially those children who are learning English as an additional language. She observes and assesses children's progress and plans a varied educational programme of activities for them to explore and investigate. Overall, the childminder caters for the children's ages and stages of development very well. The childminder has completed a thorough evaluation of her setting so far. She has identified her strengths and weaknesses and has targeted useful areas for improvement.

The childminder has effective procedures in place to help her work in partnership with health professionals, although she has not yet had to use them. She works closely with teachers at the local infant and junior schools to support children's learning. She has close relationships with parents who report that their children are happy attending her setting. They like the daily reports about their children's care and are especially pleased that their children are socialising well with others. Therefore, children benefit from the childminder's useful partnership working with their parents because regular discussions of their needs take place.

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 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	EY452230
Local authority	Bexley
Inspection number	892433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

