

Inspection date	08/10/2013
Previous inspection date	18/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 good relationships with parents, providing them with detailed information about their children's time with her.
- The childminder meets the needs of children very well. She recognises and adapts experiences to promote their well-being, aiding their emotional development.
- Children develop skills for the future as they engage in activities and outings that promote all areas of learning.
- The childminder has a good awareness of how young children learn and has effective system in place for observation, assessment and planning.

It is not yet outstanding because

- The childminder occasionally misses opportunities to extend children's early reading skills.

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 sampled children's information and development records.
- The inspector observed the childminder's interaction with the children.
- The inspector took account of comments from parent questionnaires.
- The inspector and childminder carried out a joint observation.

Inspector

Pamela Paisley

Full Report

Information about the setting

The childminder registered in 1997. She lives with her husband and two children in West Wickham located close to parks, schools and local transport links. The whole ground floor of the childminder's home is available for childminding. There is a fully enclosed garden for outdoor play. The family have two dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group.

What the setting needs to do to improve further

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

- encourage children to work out where things belong and to further develop their early reading skills; for example, by labelling equipment with words, pictures or shapes to indicate where things are kept.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and how young children learn. This means the quality of teaching is good. The childminder plans and provides a wide range of activities that are stimulating and fun. As a result, children are motivated to learn and making good progress in their learning and development. The childminder tracks children's development and skilfully uses observations and assessments to plan for children's next steps in their learning. Parents contribute to initial assessments of children's starting points at the beginning of a placement. This helps the childminder to ensure that she tailors activities to meet each child's needs. The childminder shares children's achievements by using a daily contact book. This encourages parents to support and share information about their children's learning and development at home.

The childminder organises her home well to support children's independence. However, there are few labels, pictures or object templates in the environment, to extend children's learning about print in the environment and that words carry meaning. This also means that children are not easily able to know where things belong. Children have good opportunities to use their imagination. They enjoy making a tent under a table and have great fun using play food, plates, cups, utensils and dolls to pretend to have a picnic. The childminder supports children's communication, language and literacy skills well. For example, she uses flash cards, picture word puzzles and matching games to promote children's language and word recognition. Children can recognise their name in print and are beginning to learn letters of the alphabet. Children have good opportunities to use mathematical language. They are learning to count in sequence and are beginning to name shapes that they recognise. The childminder supports and encourages children's mathematical thinking, for example, she asks them to find big and small objects to help them learn about different sizes.

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

Children thoroughly enjoy their time with the childminder. The childminder provides a calm and secure environment where children are happy and settled. Children take great

pleasure in each other's company and play well together. They are keen to learn and the childminder encourages them to try out new skills. Children behave well. The childminder values their good behaviour and children are encouraged by the childminder's consistent praise and awareness of their achievements. The childminder provides good opportunities for physical play through well-planned indoor and outside activities. Children often go for walks in local woodlands areas where they can practice balancing on logs and climb trees. Children enjoy the use of a climbing frame, slide and pedal cars in the childminder's garden. This supports children's understanding of the importance of physical exercise as part of a healthy lifestyle. Children are learning good hygiene practices through their daily routine. They are beginning to understand that they need to wash their hands before meal times to prevent germs.

The childminder encourages children to eat fresh fruit and vegetables throughout the day. They enjoy a wide range of healthy meals, which are freshly cooked. As a result, children develop a positive attitude and understanding of healthy eating.

Children develop good personal skills as they learn to put on their own shoes, dress themselves and manage their personal care independently. These skills support their future learning and independence well, for example, when they move to school. The childminder provides a wide range of stimulating play materials and toys that are age appropriate. She organises the space in her home extremely well, and resources are very accessible to promote independence. As a result, children are confident in helping themselves to play materials and toys. The childminder helps children to begin to learn about how to keep themselves safe through everyday experiences, such as taking part in fire drills. This enables them to know what to do in the event of an emergency.

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

The childminder fulfils her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder conducts thorough risk assessments to maintain children's safety in her home and on outings. She has put in place effective safety devices throughout the premises to protect children from potential dangers. The childminder protects children's welfare because she has a good knowledge and understanding about safeguarding procedures. She attends regular training courses to make sure she has up-to-date child protection knowledge.

The childminder has a good understanding of the learning and development requirements. She monitors children's achievements to ensure that they continue to make good progress toward the early learning goals. The childminder evaluates her practice on an ongoing basis. She is proactive in addressing actions and recommendations from her previous inspection and consequently, she successfully supports children's welfare. The childminder is committed to making continuous improvements to her practice. She has identified areas for improvement. For example, she wants to develop the outdoor play area so children can grow their own vegetables. She also intends to attend further training courses to develop her childcare knowledge and improve the outcomes for children.

The childminder shares and discusses her policies and procedures with parents, so they understand her responsibilities and practice. Well-established partnerships are in place with parents. They receive a summary of their children's learning and development through the progress check for children aged between two and three years. The childminder shares information with parents on a daily basis to give them a detailed account of their children's day. She shares photographs with them so they can see what activities their children take part in. Parents give positive feedback about the service the childminder provides. They are very happy with the care and meals their children receive. Parents enjoy the use of a daily contact book because it gives them a clear picture of their children's day with the childminder. They are very happy with the variety of activities the childminder provides to support their children's learning and development. Partnerships with other early years settings that the children attend are well-established. This helps to maintain continuity of learning and development for each child.

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	136674
Local authority	Bromley
Inspection number	846460
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/06/2009
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

