

Inspection date	21/07/2014
Previous inspection date	29/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 displays a good knowledge and understanding of how children learn and develop. She uses this to provide good quality and stimulating activities and resources.
- The childminder engages with the children very well and gives good attention to promoting the development of their communication and language skills.
- The childminder is skilled in managing children's behaviour and uses very effective, age-appropriate strategies.
- The childminder displays a good knowledge and understanding of the Early Years Foundation Stage requirements.

It is not yet outstanding because

- The childminder's outdoor garden area is not used on a regular basis, so that children are not able to benefit from the play and learning opportunities outside.
- There is no clear system in place to encourage parental contribution regarding their children's learning and development progress at home.

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 relevant records and other documentation.
- The inspector observed and spoke with the childminder and children present.
- The inspector fed back the inspection findings to the childminder.

Inspector

Mary Vandeppeer

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three young children in a three-bedroom house in Erith, Kent. Her husband is also her childminding assistant as required. Children use the ground floor of the setting with supervised access to the first floor bathroom. There is an enclosed courtyard area for outdoor play activities. The family has no pets. The home is within walking distance of local amenities such as a library, parks and a sports centre. The childminder attends the local toddler group and childminding groups with minded children. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll who is in the early years age group. The childminder holds a recognised qualification at level 2.

What the setting needs to do to improve further

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

- review the opportunities for outdoor play to further enhance children's learning and development

- provide regular opportunities for parents to provide feedback and information about their child's progress at home.

Inspection judgements

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

The childminder displays a clear understanding about how children learn through play. This means she is able to provide age appropriate, interesting and stimulating resources for them to enjoy. The childminder displays good skills in how she communicates with all children. They focus on her and respond actively and positively to her expectations in their play. She always acknowledges the children's questions and requests, enabling them to try out new and more challenging activities. The childminder also enables them to use their imagination and physical abilities. For example, she encourages children to use their observational and memory recall skills when exploring models of places of interest in London. The childminder is very aware that she needs to promote both child-initiated and adult-led opportunities to assist children's learning and development.

Before children start with the childminder, she ensures she obtains the required and all relevant details about their personal background and individual needs from parents. She also requests essential information about the children's development and interests, for example, their skills and abilities and what they enjoy doing most. The childminder knows

it is important to find out what children can already do, for example, self-care tasks including getting dressed and eating. The childminder then uses this, along with her regular observations of the children, to help her provide challenging and age-appropriate daily activities. She always ensures she has a variety of interesting toys for children to choose from. The activities also include those that she knows the children enjoy. For example, imaginary and creative play resources. The childminder plays with the children at their level and interacts well with them, giving them all her attention. The childminder makes good use of opportunities to help all children listen to instruction and guidance. The childminder also provides art and craft materials for the children to experiment with. Photographs show children enjoying various activities both in the childminder's home and at local parks. As a result, children's all round physical development is enhanced.

The children show how pleased they are when the childminder praises and encourages them, helping boost their self-esteem. There is an outdoor garden area where children can play safely as they further develop their physical skills. However this is not used on a regular, daily basis. The childminder visits local parks and toddler groups and children benefit from being in the fresh air, the exercise and meeting other children. The childminder always makes time, when children are collected, to discuss the children's daily routine with their parents. Children's learning and development records are very informative and are available for parents to view at any time. However, there are no clear processes in place to encourage parents to provide further details about how their children are learning and progressing at home. This would help encourage and develop parental involvement in children's progress, to further ensure continuity of learning.

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

The childminder provides a safe, welcoming, child-friendly environment for children to play in. The homely and well planned play area helps children settle in quickly and makes them feel at ease straight away. The childminder gives good attention to promoting the children's welfare and well-being. They clearly enjoy her company and she responds positively to their needs. The childminder supports children in their activities, encouraging their independence. She interacts and plays with the children, resulting in them feeling safe and secure in her company. The childminder is always available to give children reassurance and cuddles if they want it. The childminder promotes children's independence according to their age and stage of development, by helping them to respond to their own needs. For example, when they want to eat or rest, she helps them to settle. Many of the activities are accessible so that children can choose what they want to do for themselves. The childminder provides a wide variety of toys and resources, such as musical instruments that they can all join in with playing. She praises children for their achievements, this means they gain in their self-confidence and feel pride in themselves.

The childminder displays a good awareness of her role and responsibilities as a registered provider. The childminder's safeguarding policies and procedures in place show that the childminder gives high importance to safeguarding children's welfare and well-being. She displays a good understanding of child protection and knows what she would do if she had any concerns about a child. The childminder provides all children with the meals and

snacks they need at times they are with her, for example a snack and meal after school. She offers children healthy, balanced snacks and meals including vegetables, fish and fruit. The children choose between milk and water to drink. The childminder has thorough self-care routines in place for older children, such as how and when to wash hands. As a result, children are developing a good awareness of healthy eating and effective hygiene practices.

The childminder has attended a recognised first aid course and is able to show that she has a good understanding about what to do if children sustain any minor injuries. She carries out thorough risk assessments regularly and records and monitors any findings. This means children are able to play in environments that are suitable and free from hazards. The children also practise an evacuation procedure, so they are able to keep themselves safe in an emergency.

The young children look to make eye contact with the childminder and show they trust her. They are displaying confidence in their abilities and are able to express themselves. Together, they have built good relationships and it is clear the children have bonded well with the childminder. The childminder has a clear and effective behaviour management policy in place. She shows a very good understanding of how to engage the children and promotes their personal, social and emotional development needs very effectively. The children respond positively as she encourages and helps them in their efforts to achieve what they want to do. The childminder shows she has respect for each child, helping them feel valued.

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

The childminder shows she is able to implement the requirements of the Early Years Foundation Stage very well. Each child has a learning journey folder, where the childminder records her observations. This also contains children's pieces of work and photographs of the children enjoying activities. These support her written assessments of their progress. The childminder's written observations and assessments are evaluative and identify the links to each child's stage of development. These show that children are progressing and achieving well in all areas of learning. If there are any next steps in their individual learning, they are identified and followed up. This provides effective monitoring of any specific learning needs.

The childminder's clear and effective policies and procedures ensure the provision is organised, efficient and benefits all the children who attend. She ensures she records children's time of arrival and departure in her attendance register. The childminder has developed an effective process to help her self-evaluate her service. She is able to identify and implement any changes required. These include her plans to improve the layout of the children's play area and study for her level 3 in childcare qualification. She also wants to continue to ensure she keeps up to date with current practices. Parents are also encouraged to comment about the service she provides.

Parents sign any required consents, for various aspects of care and learning. For example, if the childminder needs to administer medication or seek emergency medical treatment for a child. The childminder shows enthusiasm and a desire to continue with improving the processes already in place. She also displays a good awareness of the importance in sharing information for children's continuity of care, so that they are well prepared for their next stage of learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY412736
Local authority	Bexley
Inspection number	963395
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	29/07/2013
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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