

Inspection date

Previous inspection date

16/09/2013

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 supports children's emotional development extremely well. Children have a secure attachment with the childminder and are happy in her care.
- Partnership with parents is successful, with good systems in place for sharing information to ensure there are no gaps in children's learning.
- The childminder provides a warm and welcoming home, which is well equipped with a wide range of high quality toys and resources.
- Children are settled; they behave very well and show increasing levels of confidence.
- The childminder has a sound knowledge of the Statutory Framework for the Early Years Foundation Stage, and she maintains all required records to a high standard.

It is not yet outstanding because

- Not all of the play areas and resources are effectively organised to enable children to initiate role-play, and use their imaginations to act out and explore familiar and new roles.

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 looked around the areas of the home used for childminding.
- The inspector observed the interaction between the childminder and the children.
- The inspector looked at children's welfare and development records, and discussed their progress.
- The inspector took account of the views of parents.
- The inspector discussed with the childminder her self-evaluation and aims for future development.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

The childminder registered in 2013. She lives in a residential area in Beckenham, close to local transport links, shops, and schools. She lives in a three-bedroom home with her husband and two young children. The whole of the downstairs is available for minding with the use of the bedrooms upstairs for sleeping. Toilet facilities are on the first floor. The children have access to an enclosed garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child attending who is in the early years age group and attends part time.

What the setting needs to do to improve further

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

- develop use of the play space and organisation of role play resources, so that they encourage and support children to initiate their own play to act out familiar and new roles.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn. Children have a well planned settling in time, which is flexible to meet their emotional needs. The childminder gathers good levels of information about the children from parents. This enables her to plan around children's individual routines and personalise their learning. Consequently, children are settled and making good progress, particularly in their personal, social, and emotional development, and their physical development. The childminder provides a welcoming play area and rotates the resources regularly to give children variety. Resources are stored within children's reach, which develops their independence. The childminder encourages children's free choice and the resources are plentiful. However, the environment is not effectively organised to extend opportunities for children's self-initiated play such as role-play, so that they can act out new and familiar roles.

Children are developing a good range of vocabulary. The childminder effectively supports their language development by introducing new words through reading stories and singing songs. Children also copy the actions of songs, as they become familiar with them. The childminder interacts skilfully with the children by responding positively to their verbal and non-verbal communication. Children enjoy the childminder reading them a story before

their afternoon nap. They independently choose a favourite book, turning the pages and pointing to the things they like. Children enjoy feeling different materials and textures. They explore the treasure baskets that contain objects that capture their interest. They are beginning to develop their understanding of the world through playing with electronic toys and games, such as singing phones, sound shape sorters and a musical table, where they learn about cause and effect. Children enjoy outings in the local community. They are developing their social skills as they interact with other children when they go to the playgroup. Children show good hand to eye coordination as they begin to use a paintbrush and make pictures, which they take home. Children enjoy a wide range of outdoor activities, which supports their physical development well. For example, they have opportunities for climbing and balancing as well as dancing to music. The childminder observes closely to ensure children are safe and able to attempt activities that are more challenging. Consequently, after a short amount of time, their confidence increases and they move quickly from using the small climbing frame to using the big one. Children enjoy playing with a good range of activities in the garden, for example, a ride on train, hoola hoops, skittles, and tunnels.

The childminder works closely with parents. She has a broad knowledge of children's prior learning, interests, and experiences, which enables her to plan for children's next steps. This successfully prepares children for the next stage in their learning and supports transitions. The childminder provides parents with an in depth daily report, which includes observations and photographs of the children's day. The childminder is aware of the need to complete the progress check for children at age two-years with parents.

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

The childminder creates an organised and calm environment. Children are aware of the boundaries in place, which fosters their good behaviour. Children enjoy good relationships with one another and demonstrate they are happy, and confident in the childminder's care. For example, they put their arms out for the childminder to pick them up and cuddle in close to her. Children benefit from flexible settling in sessions, which help them to feel secure. The childminder supports the needs of the children well. For example, she uses the information gathered from parents to prioritise children's needs. She plans carefully so that children new to the setting gradually become used to new surroundings and people. During this time, they become more familiar with the childminder and the other children in the setting. This is evident in the very detailed, helpful observations made of the children during their settling in time.

The childminder is a very good role model to the children. She engages in children's play, interacting with them positively and individually. She arranges group activities and uses this as an opportunity to remind them about sharing and being kind to one another. Children learn to value diversity through a varied range of activities and outings that the childminder provides. She pays great attention to children's safety, for example showing them how to use resources carefully. As a result, they develop good skills for the future and learn how to keep themselves safe.

The childminder promotes children's good health well, through daily opportunities for them to be active, such as during outdoor play and outings to the park. She encourages positive hygiene routines with the children, such as washing their hands after toileting and when coming in from the garden. Children enjoy healthy snacks and home-cooked meals. Drinking water is always available and the childminder encourages children to drink so they do not become thirsty

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed child protection training and has a clear policy in place that outlines her safeguarding procedures. Effective risk assessments are in place for the home and for the various outings the children attend. The childminder maintains all regulatory records effectively, for example medication and attendance records, which positively supports the children's welfare and well-being.

The childminder has good systems for keeping parents well informed about children's welfare. For example, she provides a daily record of the children's day. The childminder has a good range of clear policies that she provides to parents, so they are fully aware of her childcare practices. Parents provide very positive feedback about the childminder. They say they like the fact she includes their child's favourite activities in the daily routine. They compliment the childminder on her 'flexibility' and positive use of house rules.

The childminder has good procedures for working with other settings that children attend, and agencies as needed. This helps promote consistency in children's care and education. The childminder has a clear understanding of how to provide an inclusive environment that meets the needs of individual children. The childminder demonstrates a secure knowledge of how to meet the learning and development requirements. She regularly monitors and reviews her educational programme. She tracks children progress closely to make sure they are achieving well, and she is able to identify any gaps in their learning.

The childminder takes positive steps to evaluate her childcare practices and improve outcomes for children. For example, she is using a system for evaluation, which includes seeking feedback from parents. The childminder has identified areas for future development, for example to increase play opportunities in the garden by providing an outdoor playhouse, and by continuing to develop her childcare knowledge.

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	EY459075
Local authority	Bromley
Inspection number	907856
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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

