

Inspection date

Previous inspection date

01/10/2012

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 has a good understanding of how young children learn and which she uses to good effect. This enables each child to make good progress since they started attending the provision.
- The observational assessments of children's learning and development are informative and precise. The childminder uses Development Matters in the Early Years Foundation Stage to successfully plan for children's next steps.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She has assessed the risks to her premises well and has provided a child-friendly environment with lots of interesting resources which appeal to children.
- Children are encouraged to talk by the childminder who makes good use of both planned and unplanned opportunities to enhance and extend children's communication and language skills.

It is not yet outstanding because

- The childminder has not established contact with all the providers who share the care of children, in order to identify all children's needs and help them make progress.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- Arrived 10am, showed passbook. Departed 1pm
- The inspector observed children's play in the lounge, kitchen and discussed their activities with the childminder.
- The inspector reviewed the childminder's documentation and her policies and procedures and discussed the childminder's evaluation of her service.
- The inspector reviewed children's information and development records.
- The inspector spoke with a parent on the telephone.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder has been registered since 2012. She lives with her husband and three children, one baby and two school aged. All areas of the childminder's house are used for childminding except for the main bedroom. There is a fully enclosed rear garden for outside play. The childminder is registered to care for a maximum of three children at any one time, of whom two may be in the early years age group and of these, none may be

under one year. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is caring for five children, three of these are in the early years and all are part-time. Schools, pre-schools, toddler groups, shops, parks are nearby. The family has rabbits in a hutch in the garden. The childminder is able to support children with learning difficulties and/or disabilities. She plans to attend the local childminder support group.

What the setting needs to do to improve further

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

- develop arrangements for information sharing and partnership working with other providers.

Inspection judgements

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

Children are keen to explore the toys and activities provided by the childminder. For example, they enjoy the opportunities to use sit and ride toys in the park, developing their physical skills and coordination. The childminder has a precise understanding of how to promote their learning and uses an imaginative variety of experiences to interest them. For example, she takes children to the local library to join in with the story-time so they extend their social experiences and develop an understanding of their community. Children benefit from going out each day and have explored the wildlife, such as the butterflies that settle on fallen pears in the garden, building on their understanding of nature. The childminder devotes her time and attention to the children in her care and supports their developing communication and language successfully. For instance, young children learn the names of body parts, such as their nose, through songs and they learn about their toes by experiencing the rhyme of 'This little piggy'.

The childminder uses good teaching techniques. She ensures there are toys and activities which are interesting and well-matched to each child's abilities. This has a positive impact on children's learning and development, so that all children make good progress. Children using play dough are encouraged to find the 'rollers' and to use their hands to 'pat' the dough. The childminder demonstrates these actions so they can all understand and copy. Children enjoy good opportunities to refine their physical control by pressing buttons to make the mechanical toys play music; this develops their understanding of technology. They particularly enjoy moving to music and the childminder has recorded that one child demonstrates some 'cool' moves when dancing.

The childminder plans children's experiences to cover the seven required areas of learning, indoors and out, although she concentrates on the prime areas of learning with the young

children. She refers to the Development Matters in the Early Years Foundation Stage (EYFS) to ensure she is delivering the most stimulating play experiences for individuals. The childminder provides a wide range of materials and resources that add depth to children's experiences. The written observations of children's play show an accurate and precise understanding of their development and reflect ongoing progress. The childminder establishes what children can do when they first start through discussion with parents and her own observations. She records children's achievements and shares these with parents verbally and in daily record books. There are detailed 'learning journals' that are readily available to parents and which are shared regularly.

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

Children settle in successfully and their well-being is nurtured through the effective provision for personal, social and emotional development. The childminder is sensitive to their needs, gently reminding them to share and behave well so that they form a strong bond with her. Children are happy and enjoy their play as the childminder participates in this and makes things fun for them. For example, she recites the rhyme about a spider spider, making her fingers walk on them as she changes them and they all laugh at this.

The childminder has a good understanding of how children learn and supports their behaviour in a very positive way. For example, she continually acknowledges their achievements, such as when they try to put on their shoes, saying 'wow!' Children learn how to behave in a considerate way as the childminder encourages them to make things for other children who are not attending that day and this fosters inclusion.

Children feel secure, and as a result of this, they are happy to develop their independence. For example, the toddlers feed themselves and babies learn how to do this by holding a spoon when the childminder feeds them in the highchair. Children are encouraged to become independent in their personal care when the childminder comments on their use of wipes and asks if they are wiping their nose. Children enjoy varied healthy foods, such as rice cakes for snacks and they enjoy exploring the tastes and texture of new foods, such as bobotie pie for lunch.

The children are learning how to keep themselves safe as they are gently reminded not to climb onto the furniture. They respond to expectations, learn to include others, develop self-care skills and enjoy their activities. This results in children who are gaining good skills and attitudes to underpin their eventual move to pre-school or school.

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

The childminder has a good commitment to improving her service and has completed a written self-assessment with a clear improvement plan. She has applied for several courses and has prepared for these well by familiarising herself with the documents available. She is supplementing her resources to reflect the interests and needs of the

children attending. For example, there is a display board which she will use to display children's work. The childminder has a clear vision for her service. Her knowledge of the safeguarding and welfare requirements is strong.

The childminder has strong relationships with parents. She shares information about children's routines and the activities they complete on a daily basis and makes her records available so that parents can discuss these with her. Parents are very satisfied with the service and say that children are enthusiastic about the activities she provides and are confident in her care. One parent said how confident her child is now and that it is evident she has made good progress in a short time with the childminder. The childminder is planning how to develop relationships with other groups that children may attend but she has not shared her assessment of what children know and can do with those who share the care of children at present.

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. 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	EY443700
Local authority	Kent
Inspection number	790623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
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 that are usually their 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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