

Inspection date

Previous inspection date

13/09/2012

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

- Children have good relationships with the childminder and show they feel safe and secure at the setting.
- Children have choices about how they use the wide range of exciting toys and activities
- Children are becoming proficient in self care routines and are learning to have healthy lifestyles
- The childminder is proficient in providing for the individual needs of each child
- Children develop caring attitudes towards each other and really enjoy each other's company.

It is not yet outstanding because

- The activity planning does not identify individual children's next steps
- The assessment records are incomplete for some children

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 at setting 9.30am
- Checked records kept, including children's progress records.
- Observed the childminder playing with children both inside and outdoors.
- Received feedback from a parent who dropped her child off
- Departed setting 12.15pm.

Inspector

Linda Coccia

Full Report

Information about the setting

The childminder registered in 2012. She lives in a terraced house in Maidstone, Kent. The dining room and kitchen on the ground floor and the whole of the first floor are available for childminding and there is an enclosed garden for outside play. There are a few steps at the front of the house to gain access to the premises. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is able to provide overnight care. There are currently seven children on roll, four of whom are in the early years age range. The childminder is available to walk or drive to

local schools and pre-schools to take and collect children. She takes children to a variety of local amenities including local parks, parent and toddler groups and the local childminding group.

What the setting needs to do to improve further

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

- Include assessment of all the areas of learning for all children in their development record.
- Strengthen the activity planning by showing which activities cater for the next steps of individual children.

Inspection judgements

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

The childminder provides a stimulating and interesting educational programme which enthuses and motivates children to participate. The programme covers all the areas of learning and each activity is adapted to meet the capabilities of the children joining in. The impact of this is evident in the good progress that each child is making in their learning given their starting points. The childminder has high expectations of the children. She demonstrates this in the wide range of activities she provides which challenge the children. Accordingly she offers high levels of support to children to enable them to acquire skills for their next stages of learning.

Children love to be creative. By combining a range of activities together the childminder has allowed children to be creative in many different ways. For example, the childminder provides a large cardboard house which the children use as a puppet theatre. They use all manner of items to make puppets. They are able to decorate the walls of the house with a variety of materials from pencils and crayons to feathers and glittery butterflies. They talk about the different textures of the items as they stick them on. Children extend their own play by making the house into a large television screen and take turns getting inside to sing songs or be favourite characters from children's television programmes. The youngest children love to take their turn inside the television whilst everyone else sings a song to them from outside. Much clapping and laughter is an integral part of this favourite activity which extends, as and when the children want, over a number of days.

Children also learn about the world as they collect and identify different mini-beasts found in the garden. Their large displays about the life cycle of a butterfly are impressive. The children also use national events, such as the Olympics to try variations on their usual physical play activities. Using timers and measures they try to run faster and jump further

than usual. They present each other with medals for all participants. Photographs show children smiling on the makeshift podium.

The childminder spends a lot of time promoting books and telling stories. The children select their own favourite books and sit on the cosy cushioned area to look at the pictures or have their story read to them. They eagerly join in all stories, often making up different scenarios for the characters. A wealth of role play equipment is available. These allow children to become shopkeepers, act out home scenarios and stretch their imaginations in inventing their own roles. Mathematical equipment and concepts are included in role play. For example, tills and mobile phones allow children to become familiar with numbers and identifying shapes.

The children's development records clearly show that all children are making good progress towards the Early Learning Goals given their starting points. They are interested learners who show good levels of concentration and are willing to have a go. The childminder exchanges information about children's progress with parents on a regular basis. They provide her with information about their children's activities at home. Children are especially keen to tell the childminder when they have attended a particular event, such as swimming with mummy or a birthday party. The childminder adds these instances of learning to the record in order to assist her with further assessments. In conclusion, children have an enjoyable and valuable learning experience at this setting.

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

Children are eager to attend the setting and often don't want to leave. This is due to the childminder's good settling in procedures at the initial registration, which includes taster sessions accompanied by parents, and the warm welcome she gives them every day. This means that children feel valued and appreciated. The well resourced, welcoming environment also contributes to children's eagerness to attend. Children happily participate in the childminder's good care routines. For example, putting on their own shoes to go out to play in the garden and submitting to the application of sun creams and wearing hats whilst they play in the sun. They are also adept at washing their own hands after using the toilet, sometimes using hand washing liquids when water is not available.

The childminder is a good role model to the children. For example, she always says please and thank you to the children. This encourages them to copy her and become more proficient socially. This is particularly evident in the way the children play together and share toys and equipment. The children show they enjoy the company of the childminder and each other as they laugh together as they play and occasionally offer each other spontaneous hugs. They show they are confident enough to develop their own individual play activities but really love to participate in the adult led activities too. High levels of co-operation by all children are evident as they play together. For example, all children contributed suggestions for acting out pretend television programmes in the puppet theatre activity. Children offer visitors a warm welcome and show confidence in holding conversations with them too. This shows care practices are effective in helping children to feel emotionally secure with the childminder and feel physically safe in the setting.

The children's learning about care routines also includes learning about healthy diets and lifestyles. The food choices that children have are healthy and nutritious. Some parents provide their own food for their children, in which case the childminder advises them about providing healthy food options in lunchboxes. Children learn that they must rest after extensive physical play and that water is good to drink. The childminder provides pictorial prompts as reminders for the children to refer to. This shows that children are adopting a healthy lifestyle.

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

The childminder's practice shows she has a good understanding of her role and responsibility to safeguard children. She has a good range of written policies which she has shared with parents. Her attendance, accident and medication records are up-to-date and signed by parents where applicable. Appropriate safety equipment is in place throughout the premises. Children are regularly involved in practising the childminder's emergency evacuation procedures and can explain what they have to do. This shows that children are beginning to understand about dangers and hazards.

The childminder is an experienced, qualified child-carer. She is able to demonstrate a secure understanding of the areas of learning and how young children develop and learn. At initial registration parents provide a wealth of information regarding their children's needs and abilities. This enables the childminder to assess their children's starting points and to plan activities to help children settle in. The childminder is proficient in planning a varied range of interesting and exciting activities for children to participate in. However, it is not always clear which activities are planned to target the development of individual children. Effective monitoring of children's progress takes place and is recorded in each child's development record. However, records do not show progress in some of the areas of learning for some children. This shows that the progress assessments for children's skills and abilities are incomplete in some instances.

The childminder has completed a good evaluation of her service and has considered the views of parents and the demeanours of children in compiling it. For example, when children have enjoyed a particular activity and have asked for it again. She is eager to provide the best possible care for children and continually challenges herself to do this. She has plans for improvement which will have a beneficial impact on the children. For example, she is actively seeking to employ an assistant that will allow the children choice in whether to play upstairs or downstairs and engage in different activities. This shows that the childminder is making a concerted effort to improve.

The childminder has good procedures in place for partnership working with other agencies and care provisions. Although the procedures are currently not in use, due to the current ages and needs of the children who attend, the childminder is able to explain how important these partnerships are in helping to support children in all aspects of their lives. For example, support for children's transitions to school and pre-school. The childminder

has very good relationships with the minded children's parents. They report on the caring, nurturing environment provided by the childminder. A number of them report that their children are gaining confidence in their speech and that behaviour has improved since being with the childminder. Daily conversations about children's demeanours and needs ensure that children benefit because their needs can be met within the flexible daily routines.

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	EY442827
Local authority	Kent
Inspection number	785549
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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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