

Inspection date

Previous inspection date

09/10/2012

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

- Children settle into the childminders setting extremely well due to the highly effective settling in procedures and the immediate establishment of an effective partnership with parents.
- Communication and language is given a high priority by the childminder. Young children's early sounds and babbling are encouraged enthusiastically as the childminder has a secure knowledge of how language development evolves.
- Partnerships with parents are well established. Parents receive a daily exchange of information about their child's experiences and general well-being.
- The childminder creates a happy environment and her positive, enthusiastic approach to learning really enhances children's development. Children are progressing well, often exceeding their development bands, supported and encouraged by the childminder.

It is not yet outstanding because

- The self evaluation system does not currently take into account the views of others involved in children's care
- The childminder has not yet fully explored ways to introduce natural play into younger children's routines

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

- The Inspector observed the childminder's interactions with minded children in the home setting
- The Inspector checked a few key pieces of documentation regarding child records and attendance
- The Inspector looked at children's assessment records and discussed with childminder how she is using these to support children's individual learning and development.
- The Inspector discussed self evaluation systems with the childminder.
- The Inspector took account of feedback seen from parent/carers.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2012. The childminder is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. The childminder lives with her husband and one child in the early years age range. The

ground floor living area, a first floor bedroom and bathroom are available for childminding. There is a secure garden to provide daily outside play. Schools, shops, a library and public parks are within walking distance. The childminder is able to take and collect from local schools and nurseries. The family has a cat.

There are currently three children on roll, one of whom is in the early years age range. The childminder is a qualified Nursery Nurse.

What the setting needs to do to improve further

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

- Review self evaluation systems to take into account the views of others
- create further opportunities for babies to explore and investigate and provide a range of natural and everyday objects such as through the introduction of treasure baskets

Inspection judgements

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

The childminder provides a bright, welcoming environment where children feel confident, settled and secure. She makes sure there is a good balance of child-initiated and adult-directed play activities that incorporate the seven areas of learning and individual interests. As a result, children make good progress in all areas of their development. The childminder demonstrates a clear understanding of how she uses Development Matters in her practice to support children's progress and to highlight the next steps in their development. She knows where children are within the different areas of learning and is aware that children can be at different levels within each area. The childminder provides support for each child to develop further in each area through well thought out activities and play experiences. For example, to support a child learning to independently feed themselves she provides role play activities where children can pretend to feed their dolls and art activities where children can use a variety of different tools.

The three prime areas of learning are supported extremely well. Children are developing high levels of confidence and self esteem as a result of the warm, welcoming environment the childminder provides. Children are supported to develop new skills and are praised as they attempt or master these. For example, when a child posts a shape into the shape sorter correctly the childminder praises her achievement enthusiastically. Later when the child says 'yum' as her lunch is prepared the childminder laughs and says 'clever girl'

clearly delighted in this new communication milestone. Children enjoy looking at books and sit on cosy beanbags in the book area with the childminder to read stories and look at objects in the books. The childminder understands how important it is to encourage non verbal actions, babbling and early speech and repeats key phrases continually to extend communication and vocabulary.

Physical skills are supported well in both the indoor and outdoor environments. As younger children learn to walk the childminder uses play equipment and different environments to support their attempts. For example, a selection of resources are available for children to push a long and the childminder organizes outings to local parks where children enjoy attempting to walk on different textures such as soft play surfaces and sand. Children are encouraged to handle and manipulate resources, for example toys with shapes to push or buttons to press or knobs to twist and turn. Children enjoy explore the sounds these toys make and are showing curiosity about other sounds in the environment around them. For example, one child goes over to the childminder's telephone and presses a button that she knows makes a noise. The childminder explains that she has used this to find her hand held phone when she has lost it and this child has watched and now copies her actions. Younger children play with shape sorters and activity centres which develop their awareness of problem solving.

Children develop early writing skills through a wide range of art activities, enjoying mark making using crayons pens, sand and paint. Children are supported to learn about the world about them through activities in the local community and through playing with resources depicting diversity such as dolls and hand puppets. However, currently, resources to enhance understanding of the natural world are limited. The childminder's comprehensive menu encompasses food from around the world and the children eagerly explore new tastes and textures. Favourites include Chicken curry, 'Lovely lentils' and spaghetti bolognese. Parents are astonished at their children's ever widening palates.

Children benefit from regular trips to other settings, including the local children's centre, the library and parks. These enable them to meet and socialise with other children and have access to a greater selection of toys and resources.

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

The childminder's highly effective settling in procedures support children to form strong emotional attachments with her. Children appear extremely happy and secure within the setting, exploring all areas of their environment independently seeking only occasional reassurance. The childminder discusses all aspects of children's individual needs with parents during settling in sessions and uses information from these discussions to support children transition into her home. She also visits children in their home as she finds that this eases the transition from home into her care.

Children display a strong sense of belonging and have evidently formed close bonds with the childminder, which fosters their emotional well-being and helps them feel secure. For example, when tired they snuggle up on her lap to settle before she takes them up to

their cot where they go to sleep without any difficulty.

The childminder supports children to build positive relationships with their peers and develop a positive self-esteem which the childminder fosters by promoting respect and kindness towards each other. For example, activities to develop sharing skills are a high priority and the childminder sits on the floor with younger children actively encouraging their turn taking. During a construction activity the childminder encourages children to take turns building and knocking down towers.

Children are encouraged to develop their independence at mealtimes through finger food and independently using a spoon. The childminder is on hand to support children's early attempts and to assist as required. The childminder also plans cooking activities to encourage children's involvement in preparing meals and snacks. They use a range of equipment which develops motor skills and coordination.

The childminder encourages children to develop independent hygiene routines from an early age. For example, all children are encouraged to wash their hands before meals and the childminder talks to them about having clean hands before eating.

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

Children's safeguarding needs are met well in the provision. The childminder demonstrates a good understanding of her responsibilities regarding safeguarding particularly with regards to recording and reporting any concerns relating to child protection. Clear policies and procedures demonstrate the childminders commitment towards safeguarding children attending her setting. For example, she demonstrates a comprehensive understanding of the use of cameras and mobile phones in her setting and her procedures reflect this. The childminder conducts thorough safety checks and risk assessments of her setting and outings to enable children to play safely at all times.

The childminder reflects on her practice identifying her strengths while also highlighting areas for further development. She keeps up-to-date with current literature. For example, she has downloaded information regarding the provision to the Early Years Foundation Stage and is using this within her setting. The childminder regularly evaluates activities and reflects on what has gone well. She makes changes to her provision as required continually improving outcomes for children. The childminder has updated her policies and procedures since registering following revisions to the Early years Foundation stage and discussions with other childminders. For example, an additional safeguarding policy reflects the use of mobile phones and cameras. The childminder has plans in place as part of her self evaluation to undertake additional training courses to improve her knowledge of the childcare field further. For example, she is looking into courses on Special Educational needs and sign language.

There are currently no children attending who have special educational needs and/or disabilities. However, from her previous roles in nurseries the childminder understands the

importance of working with other professionals to provide appropriate support for such children when the need arises.

The childminder works extremely closely in partnership with parents to fully meet the individual needs of all children attending her setting. At the start of each placement the childminder exchanges information with parents about their child and uses these and her initial observations to plan appropriate activities and experiences for each individual child. She links her planning with Development Matters and as a result is able to support each child to progress at a level appropriate to their starting points. A wealth of information is shared, which keeps parents fully informed about all aspects of the provision and their child's daily events, progress and achievements. This helps them to take a full and active part in their child's learning at home.

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	EY445554
Local authority	Kent
Inspection number	793226
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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