

Inspection date	03/10/2012
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Warm and caring relationships between the childminder and minded children help them to feel secure and settled.
- The range of activities and outings offered ensures that children have a stimulating and interesting day, with good opportunities to extend their learning and experience new and familiar things.
- Children are cared for in a safe environment where they can explore freely and develop independence.

It is not yet outstanding because

- Children's observations are not consistently evaluated. This means that the childminder is not always able to share detailed information about children's progress with parents to enable them to support and extend their child's learning 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
- 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

- Evidence was gathered through observation, discussion and looking at documentation.

Inspector

Stacey Sangster

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her husband in Halstead, Nr Sevenoaks, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is currently minding two children who are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a dog.

What the setting needs to do to improve further

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

- improve the systems for evaluating children's progress and sharing information about their next steps, in order to support more targeted home learning

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

Children make good progress in their learning and development given their abilities and starting points. The childminder monitors the development and learning of minded children. She observes and notes what they can do and identifies the next steps in their learning. She then provides a range of activities which enable them to build on the skills that they already have as well as develop new ones. However, observations record what children do, but not how well they do it; the childminder informs parents of their children's achievements at collection time. Consequently, systems to share children's progress in detail with parents, to enable them to extend their learning at home are not fully developed. Planning takes account of children's individual interests and a range of adult and child led activities are offered.

The quality of teaching is good and the childminder is knowledgeable about how to motivate and stimulate children's interest in learning. Children are acquiring the skills, attitudes and dispositions they need to be ready for their next stage of learning and for school.

All children show increasing confidence in their communication skills. Older children talk about what they are doing and what they think and feel. Younger children enjoy listening to the childminder narrate their play and receive encouragement to say new words. Children concentrate well and listen attentively to stories or instructions. The youngest children begin to develop an understanding of shape, early mathematics and problem solving as they complete simple puzzles and build simple towers. They enjoy favourite stories and develop a love of books. Children demonstrate their knowledge of the world by matching parts of objects that fit together, such as the lid to a container and remember where things are kept when looking for different resources. They play cooperatively and share toys, for example, taking turns when spinning parts of an activity centre. The childminder uses her knowledge of what children can do to provide activities which are challenging and which develop children's skills as well as allowing them time to practice what they already know.

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

The childminder provides a welcoming child friendly environment and warm affectionate care. This enables children to securely form attachments and encourages their confidence and independence. The childminder provides a good role model for children; she supports their language by repeating words clearly that young children try to say. She shows them how to use equipment and toys safely. Safety is a high priority and risk assessments successfully identify and reduced hazards so that children have a safe place to explore independently.

Children's behaviour is good, because the childminder provides gentle reminders about what children should and should not do. Children learn about healthy eating and the benefits of exercise through their daily routines. Toddlers are encouraged to feed themselves and attempt to clean their own hands before eating. The childminder supports independence well by thinking about children's needs and experiences when trying new skills. For example, choosing foods that are easy to eat with a spoon so that children do not become frustrated when trying to use cutlery for the first time. Resources are plentiful, well maintained and suitable for the ages of children being cared for. They include toys and books that positively promote diversity. Children prepare for school, by being encouraged to be active inquisitive learners.

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

The childminder regularly reflects on her practice and record keeping. She builds on what she already does well. She reviews and updates her comprehensive range of policies to inform parents and provide details of her aims, role and responsibilities. Parents are informed of their children's activities each day. The childminder demonstrates a positive attitude to working in partnership with other providers, should the need arise.

The childminder promptly makes improvement if needed, following guidance or training. She has recently reviewed and updated her practice in line with the reformed Early Years Foundation Stage. The childminder uses the internet and networking with other childminder's to keep up to date with good practice.

The childminder has a secure knowledge of childcare and development. She understands how children learn and provides tailor made routines to meet the individual needs of each child. Observation, planning and assessment arrangements support children to make good progress. Children are safe and well cared for in this setting. Her knowledge of the local safeguarding procedures are good and has completed safeguarding training. She is confident about the procedures to follow should she have a concern about a child in her care, and intends to update her training when possible. The risk assessment is thorough and the learning environment is safe. Children are supported to keep themselves and others safe and to experience appropriate, measured risk taking so that they can begin develop risk assessment knowledge of their own.

The childminder monitors her provision to ensure that she continually meets the

requirements of the Early Years Foundation Stage. She is committed to providing a good quality service and updates her systems regularly to ensure that she is continually improving.

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	125222
Local authority	Kent
Inspection number	883671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	30/03/2011
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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