

Inspection date

Previous inspection date

22/10/2012

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 are making good progress in their learning. The childminder promotes children's communication and language development well.
- Children gain good levels of confidence as the childminder respects their choices. This in turn supports their growing independence.
- The childminder is well prepared for completing the two-year-progress checks.
- The childminder develops good relationships with parents, taking note of their views and thoughts.
- Most resources are easily accessible to enable all children to make their own choices about their play. They are varied and of good quality.

It is not yet outstanding because

- The childminder does not regularly give parents tailored information, such as children's next steps in their learning, to enable them to fully support their child's learning at home or to contribute to the assessment process.
- The detail about children's progress that the childminder shares with parents does not always reflect the high level of detail and information that the childminder holds.

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 activities in the home.
- The inspector looked at the children's records, including those used for assessment.
- The inspector spoke to the childminder and child during the inspection.
- The inspector checked some documentation and records.
- The inspector looked at and took account of parent comments on the childminder's own evaluations sheets

Inspector

Sue Taylor

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children aged 10 months and nine years in Edenbridge, Kent. The childminder lives close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding, with the use of a bedroom for sleeping. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently

minding five children; of these four are in the early years age range. The childminder collects children from the local school and attends a toddler group on a regular basis.

What the setting needs to do to improve further

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

- improve the engagement of all parents to encourage their full contributions to the assessment process and to support their child's identified next steps in learning at home
- strengthen the assessment and planning processes available to parents to clearly show the detail about children's next steps in their learning and the achievement or development stages they reach.

Inspection judgements

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

Children are making good progress across the seven areas of learning. The childminder supports children's communication and language development well. She extends children's word use by asking open questions and following young children's interests. Children are keen to communicate and share their achievements and learning with others. For example, young children want to show that they know their colours and can count to 10 and beyond. Activities such as drawing, using glue sticks and cutting helps develop the physical abilities they need for writing in the future.

The childminder encourages children to be independent and try things for themselves. Children make easy choices about their play from the varied resources in the playroom. The childminder is very aware of children's likes and interests and uses these to involve children in activities or play. She encourages them in deciding what they want to do. For example, a young child decides she does not want to put glitter on her hand pictures and uses a clean piece of paper to create her own picture. As a result, children are creative, engaged and motivated. They love to explore the sensory treasure boxes that the childminder creates. The recent autumn box includes items found by the children such as leaves and a conker, as well as the balloon they flew in the wind.

The childminder records some written observations as children play and regularly assesses their progress in the areas of learning using the childcare guidance document 'Development Matters in the Early Years Foundation Stage'. She uses this detail for

completing the progress check for two-year-olds, although the current records do not clearly show the identified stage of the child's development. In general, the information she maintains shows how children make progress from their starting point, for their age or stage of development. However, the current written process is not precise enough or sharply focused to easily show parents or others the rate of progress. The childminder is clear about each child's next development steps and she plans activities to support their learning needs. The childminder includes learning or development needs that parents identify or request support for. However, parents are not yet regularly contributing to the assessment process nor fully engaged in supporting their child's next steps at home.

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

Children have very close relationships with the childminder. This helps them settle well and gain a good level of confidence. They quickly learn to mix with other children of differing ages and backgrounds at the home and when out and about. Children confidently make choices about their play from the wide selection of resources in the playroom. Some choices need childminder support as they are in storage boxes that not all children can reach. The resources and play equipment offer stimulation and challenge as well as being fun. There are a few that provide positive images of diversity. These along with some activities, such as eating apples dipped in honey, as experienced during the Jewish festival Rosh Hashanah, help children learn about the lives of others in the wider world. Children quickly engage with their favourite toys. Easily operating cause and effect toys supports early learning about technology. For example, a ball shooter is safe fun and means that children want to learn how to make it work on their own.

The childminder gathers good quality information from parents about children's individual care needs when they start, such as toileting or sleeping. Necessary updates from parents to this detail are through discussions, emails or contact books. As a result, the childminder continues to meet children's care needs very well. The childminder is a positive role model for children. She encourages children's development well and has clear expectations of behaviour. As a result, children occupy themselves happily, play with others, share resources and behave well. The childminder helps prepare children for the next stage in their learning such as attending school. She positively supports their continued learning after discussions with parents or teachers, for example, by listening to children read.

The childminder ensures that children can easily access their drinks throughout the day. She discusses children's meals and snacks with parents and is happy to provide healthy home-cooked foods if parents wish. Energetic play outside in the fresh air helps children understand the importance of developing a healthy lifestyle. They use the garden or nearby parks for various activities and play. The large play equipment at the park means children get to try more risky physical challenges, such as climbing. In a fenced play area close to the childminder's home, children play a number of ball games such as cricket or rounders. Children learn to keep themselves safe as they practise fire drills and crossing roads safely when out and about.

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

The childminder confidently meets the safeguarding and welfare requirements. Her documentation and records are organised and well maintained. Parents receive copies of the childminder's policies so they are very clear about her practices. The childminder fully recognises her role in helping to safeguard children and is aware of the process to follow if she has concerns about a child. She maintains risk assessments for the home and outings, demonstrating how she helps keep children safe. The childminder evaluates her practices and future plans concentrate on improving outcomes for children. For example, she identifies a need to consolidate her child protection awareness with some more training. She has a good awareness of her strengths, such as encouraging children's independence.

Overall, the childminder monitors children's progress well and has a secure awareness of their abilities and skills. The detailed planning helps her ensure that she covers each area of learning with adult-led activities or plans for the availability of resources to support children's learning. The childminder is aware that children develop at their own rate and values children's own ideas and thoughts.

There are highly positive relationships with parents. Recent evaluation sheets show that they are very pleased with the care the childminder provides. The feedback shows that parents are more than happy to make suggestions or request support for their child's continuous learning and development. Some parents use discussion and others the contact books to learn about their child's day and keep the childminder aware of any issues as they arise. Where children attend other early years settings the childminder is very aware of the need to work in partnership to provide consistency of care and learning. This supports children to make good progress in their learning.

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
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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	EY434475
Local authority	Kent
Inspection number	789379
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5

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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