

Inspection date

18/10/2012

Previous inspection date

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 provides an outstanding range of healthy, home cooked food, snacks and treats for all the children attending. Children are able to learn how to grow vegetables to cook and eat and how important they are to a healthy lifestyle.
- Children enjoy a wide variety of toys and resources that are stimulating and meet their developmental and individual learning needs.
- The interaction between the childminder and the children is positive and productive, showing how safe and secure they feel in her company.
- The childminder has a good understanding of how to promote the early communication and listening skills of young children.

It is not yet outstanding because

- The emergency evacuation procedure is shared with both parents and children but has not yet been practised with all the children, to help them learn how to keep themselves safe.
- The information parents provide to promote their children's learning in the setting and at home, is not always effectively used to help monitor children's 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

- The inspector spent time in discussion with the childminder about her practices.
- The inspector observed child with the provider
- The inspector fed back to the provider

Inspector

Mary Vandepeer

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and young daughter in Larkfield, Aylesford, Kent. Most of the childminder's house is used for childminding, which includes a downstairs toilet. There is an enclosed garden for outside play. The family has indoor fish.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has two children in the early years age range on roll and also cares for older children. The childminder offers care all year round. The childminder walks or drives to local schools to take and collect children. She attends

the local toddler group and a children's centre.

What the setting needs to do to improve further

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

- be alert to the safety of children by for example, practising the emergency evacuation of the premises with them, so that they learn how to keep themselves safe
- improve the systems for monitoring children's progress by developing the use of the information gained from parents about their children's achievements at home.

Inspection judgements

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

Children have an enjoyable and valuable learning experience at this setting. The childminder has a good knowledge of the different areas of learning. She ensures she provides a stimulating environment that captures children's attention and imagination. The impact of this is evident in the good progress that each child is making in their learning. The childminder has high expectations of the children. There is a wide range of activities available, which challenge the children appropriately. The childminder also gives high levels of support to children to enable them to acquire skills for their next stages of learning. For example, at lunchtime, the childminder has made a thick vegetable soup and feeds it to the youngest child. She then provides finger foods such as grapes and banana pieces, which the children pick up quite skilfully to eat. This is helping to develop the early stages of self-care.

The childminder is good at encouraging young children's language and listening skills. They are beginning to learn how to make sounds and mimic some simple words the childminder uses, such as 'oh dear'. The childminder is competent at extending this and says a few words at a time, for example 'come over here', at which the young child crawls over to her. She counts at every opportunity and is encouraging the children to copy her. The children love to explore; young children touch and feel resources and see the result of pushing buttons or turning a wheel. For example, they hear music, a rhyme or a voice, making them think and laugh.

The children's development records clearly show that all children are making good progress towards the early learning goals. They are interested learners who show good

levels of concentration and are willing to have a go. The childminder verbally exchanges information about children's progress with parents on a regular basis. The parents also provide her with some information about their children's activities at home; however, these are not currently used effectively, to monitor children's progress.

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

It is clear that young children feel very secure and safe with the childminder. Before the children start with her, she always spends several hours over a few days with the child and their family. The childminder believes that this really helps the children to settle in quickly. She obtains details from parents, about the children's routines, for example when they sleep and eat. She also gains information about their likes, dislikes, interests and any allergies they may have. This means she is very knowledgeable about their individual needs. The childminder makes sure she gives children her attention, helping them feel valued. The babies respond well to her verbal and non-verbal communication, interacting with her by laughing, smiling or trying to copy the sounds she makes. They love cuddles, often sitting close to her or on her lap when playing or listening to stories.

The childminder gives high priority to promoting children's healthy lifestyles. They play outside on a patio and take resources from inside to extend their play. They walk to various places in the local community, such as the park and a children's centre. The childminder prepares and cooks all children's meals, snacks and treats from scratch. This means she is able to control the quantity of healthy ingredients, regulating any salt or sugar. Children often help her cook and bake, enabling them learn about caring for the environment and using raw products.

The children's behaviour is age and stage appropriate, showing normal frustration at their limitations in what they can and want do. The babies look to the childminder for guidance, for example if they need help with an activity. She is also firm if they display unwanted behaviour, such as throwing a toy. Children are developing self-care skills, with the childminders guidance, for example feeding themselves. The childminder encourages healthy lifestyles with a good focus on outdoor play, with free choice to go out in the garden. Visits to local parks enable children to use large equipment and further develop their physical skills. The childminder shows that she is aware of her role in the continuing development of children's confidence and self-esteem. She takes them to a local toddler group and the children's centre, to experience different environments. This helps children prepare for the next big step, such as attending a nursery or pre-school

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

The childminder recognises the importance of improving her service and has plans to develop her self-assessment system. The childminder has identified areas for improvement, including attending a safeguarding course and reviewing the activities and resources for the babies now over one year old. She is also planning to introduce more

natural resources, for example those made of wood. The childminder displays a good knowledge and understanding of the safeguarding and welfare requirements. She has all the required documentation in place. The childminder has a good understanding of the procedures to follow if she were to have concerns about a child in her care. Children's safety is very important to her; she carries out risk assessments to provide a safe environment for children. However, she not yet practised the evacuation drill with all the children to help them learn how to keep themselves safe in an emergency.

The childminder shows how she is developing positive relationships with parents. She shares information about children's routines and daily activities when they are delivered and collected. The childminder is clear about the importance of sharing information with other practitioners when children attend additional early years provision.

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	EY418304
Local authority	Kent
Inspection number	753826
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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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