

<b>Inspection date</b>	12/11/2012
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- The childminder provides rich and varied activities for children so they make rapid progress in their learning and development.
- Children develop excellent language and communication skills because the childminder effectively engages them in conversation during play.
- Children show they feel extremely comfortable in the childminders care as they confidently explore from her secure, close-by presence.
- A rigorous approach to self-evaluation means that the childminder is continually improving outcomes for children through her reflective practice.
- Parents are positively encouraged to add comments to children's records of assessments and be involved in the next steps in their child's learning, therefore, children flourish in the childminders setting.

## 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 children playing in the main playroom and the kitchen
- The inspector held discussions with the childminder
- The inspector read letters from all of the parents who commented on the service provided.
- The inspector sampled policies and procedures, such as safeguarding, risk assessment, equal opportunities and behaviour management.
- The inspector viewed observation, assessment and planning records.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

The childminder registered in 1990. The childminder works with another childminder at her co-childminder's home in Sutton-at-Hone, Kent,. The playroom and kitchen are available for childminding and there is a secure garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. Currently they are caring for 20 children attending part-time, both

childminders have equal responsibility for the childminding practice. The childminder is able to support children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- extend the range of everyday objects of various textures and weights in treasure baskets to excite and encourage babies and young children to explore and investigate further.

### **Inspection judgements**

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

The childminder has many years of childcare experience. Her knowledge of the Early Years Foundation Stage framework is excellent. This enables her to provide rich and varied activities for children so they make rapid progress in their learning and development. Observation, assessment and planning for all the children focus precisely and clearly on the areas of learning most relevant to each child. The childminder and her co-childminder complete the progress check for children at age two years. They use information from their well-established observation, assessment and planning system to assess if children are making progress as expected for their age and stage of development. This means any child who is not making progress as expected gets support quickly to enable them to rapidly move forward in their learning. Therefore, they are prepared exceptionally well for the next stage of their learning.

The childminder supports children to develop their language and communication skills by effectively engaging them during play. For example, she responds to their vocalisations, mirrors their movement and chats enthusiastically to them while they explore and play. She often repeats simple words, which means the young children hear new words regularly. For example, as she joins in with their role-play, she clearly names the objects the children show interest in, so the young children learn how to pronounce them correctly.

Children have excellent opportunities to explore and investigate through play. They spend time 'making food' in the role-play, acting out familiar situations to help them make sense of the world. They thoroughly enjoy stories sitting comfortably on the childminders lap. They show a keen interest in the pictures and begin to learn that print has meaning. Children have excellent opportunities to make marks as they paint pictures. They can

independently reach a wide range of resources such as, pens, pencils, and paper so they can draw freely as and when they wish. Young children develop rapidly in mathematics as they play with shape sorters and shape puzzles. One young child correctly names the shapes as they put each one in the correct hole. This demonstrates exceptional understanding of shape in relation to their age and stage of development.

Parents contribute to the initial assessments of children when they first start. They are encouraged to continue sharing what they know about their child as they grow and develop. Parents are positively encouraged to add comments to the assessment records, working cooperatively with the childminder to plan the next steps in their learning. They carry this through in to the home. Consequently, children flourish in the childminders care.

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

Young children show they feel thoroughly comfortable in the childminders care as they reach out for cuddles, and are confident to explore from the secure, close-by presence of the childminder. The childminder has an extensive range of toys that are in good condition and promote children's learning and development exceptionally well. However, young children have less access to objects from the real world, for example, in treasure baskets. Therefore they have fewer opportunities to explore and handle these objects to help them make sense of the world around them.

The childminder is a consistent, calm, and a good role model for the children. She provides clear guidance for them about what is acceptable behaviour and is consistent when dealing with any issues. She speaks to them in a way they can understand, reminds them to 'be nice' to each other and makes sure they are engaged and enjoying what they do. This means they enjoy their time in the childminders care and behave well. The childminder gives the highest priority to children's safety in the setting. Even the young children take part in fire drills and learn about stranger danger, so they are learning to keep themselves safe from a very young age. This is followed through into the activities for example, when role-playing the childminder reinforces their understanding by repeating that the 'cup of tea' is hot and pretends to blow this.

Children learn about effective hygiene procedures. They know they must wash their hands before they eat. The older children take themselves to the bathroom and chat animatedly to the childminder explaining to her why they are using the soap 'to make their hands clean'. This demonstrates their clear understanding of the positive benefits of following good hygiene routines to promote their own health. Children gain outstanding physical skills as they play outside in the well-equipped garden. They develop climbing skills using the slide and their coordination is promoted as they play football. They benefit greatly from a healthy diet and learn about what food is good for them as they tuck into home cooked meals and make choices about the food they eat.

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

The childminder fully understands her responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Together with her co-childminder, she has worked hard to devise observation and assessment systems under the new framework. They use Development Matters to assess where children are in their development and use it to implement the next steps in their learning. This means that children attain the highest levels of achievement.

The childminder has devised an extensive range of policies and procedures that underpin her outstanding practice. This includes a safeguarding policy that backs up her extremely well-developed understanding of the local child protection procedures. For example, the childminder clearly knows the procedure to follow should she have a concern about a child in her care and shares this with parents through her policy. Therefore, any child at risk would be supported quickly and effectively.

The childminder makes excellent use of self-evaluation to monitor the effectiveness of the leadership and management of the setting. Together with her co-childminder, they reflect on all areas of their practice to implement positive changes that improve outcomes for children. The childminder is highly committed to developing herself professionally, by attending regular training and doing in-depth research on the internet. This means she is highly successful in maintaining continuous improvements.

The childminder works closely with parents and other professionals to support children's learning and development. For example, she supports children with their settling-in at other settings as she makes excellent links with the staff. This means they share information about children's progress and she is able to complement children's learning when they are in her care. As a result, children gain confidence in their own abilities, prepare well for school and become active learners. Parents are extremely positive about the care their children receive while at the setting. They report they particularly value the support from the childminder and state how they feel fully involved in their children's learning. Children's needs are quickly identified and exceptionally well met through highly effective partnerships.

### **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

<b>Unique reference number</b>	126347
<b>Local authority</b>	Kent
<b>Inspection number</b>	825376
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8

<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	

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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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