

Inspection date	12/11/2012
Previous inspection date	09/03/2009

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

- Children make excellent progress, as the childminder is extremely skilled at noticing their achievements and plans activities that support their development highly successfully.
- Children have excellent opportunities to extend their language development through the childminders outstanding interaction.
- The children are welcomed into a warm and friendly home where they quickly settle and form secure emotional attachments with the other children and the childminder.
- The childminder uses highly effective self-evaluation to identify areas for improvement that will enhance children's learning and development significantly.
- Children rapidly gain confidence in the childminders care because they receive exceptional praise and encouragement therefore they develop excellent self-esteem.

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 1989. She lives in Sutton at Hone, Kent. The playroom and kitchen are used for minding and there is a fully enclosed garden for outside play. The childminder drives to local schools and pre-schools. She supports children with special educational needs and/or disabilities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works

with another childminder at the above address, together they currently are caring for 20 children who attend part-time . Both childminders have equal responsibility for the childminding practice.

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

Children benefit from the childminder's excellent knowledge of the areas of learning and her exceptional understanding of how they learn through play. She provides a vast range of activities that meets children's individual needs extremely well and means they are making rapid progress in their development. The childminder has a comprehensive understanding of children's capabilities because she works closely with parents to find out children's abilities, their likes and dislikes and their stage of development. This means she has an excellent base from which to move children forward. 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. This means any children who are not making progress as expected get support quickly to enable them to move forward in their learning significantly. Therefore, they are prepared exceptionally well for the next stage of their learning.

Children are active learners and explore the familiar environment with enthusiasm and excitement. For example, they move freely around the playroom, make choices from the vast range of toys and thoroughly enjoy interaction with the childminder. They thoroughly enjoy role-play, acting out familiar situations to help them make sense of the world around them. The childminder employs highly effective teaching methods. She is constantly talking to the young children, commentating on what they are doing so they hear a vast range of language. She uses careful questioning to make children think. For example, she asks 'where does this go?' as they do the puzzle, asks children to name the animals in the puzzle and asks them 'what noise do they make?' and the child joyfully makes the noise of a monkey. The childminder repeats the word monkey several times to reinforce the word to the child, therefore helping them to develop their vocabulary through positive

interaction.

The setting is rich in signs symbols and print so all children begin to understand that print has meaning. They have excellent opportunities to develop communication skills. They learn simple sign language as they watch a children's television programme. The childminder uses the signs constantly as she speaks to them and children use the signs back showing they understand. This enhances the development of language for the young children. Parents have excellent opportunities to be thoroughly involved in their children's learning and development. For example, parents provide a wide range of information about what children can do when they first start they are positively encouraged to make comments on the observations and are fully included in deciding children's next steps in learning. They are encouraged to continue the learning experiences at home. Consequently, children flourish in the childminder's care.

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

The childminder provides children with a strong base to explore from. They are happy and extremely well settled showing immense confidence as they move round and choose what to play with. 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 and therefore, have fewer opportunities to explore and handle these objects to make sense of the world around them.

Children behave well because there are extremely clear boundaries to help them understand about good behaviour. The childminder speaks to them at their level, reminds them to be nice and kind to each other and teaches them to respect each other's differences. She is a consistent role model for the children who provides clear guidance for them about what is acceptable behaviour. The childminder takes great care to make the environment safe and secure. For example, all children learn about dangers, such as, the cooker is hot and they must not touch. They take part in regular fire drills that give them an extremely good understanding of keeping themselves safe.

Children develop outstanding physical skills. They walk to and from school, play in the garden and use equipment that challenges their physical development. Children take part in planting and growing activities. For example, earlier in the year they helped the childminder to plant runner beans. This gives them an excellent understanding of where food comes from. They are able to pick the beans, help to cook them and eat them. This means they learn extremely well about food, which is good for them. This is backed up exceptionally well as the childminder cooks them fresh food each day that they thoroughly enjoy.

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

The childminder demonstrates an excellent understanding of the learning and development requirements. Together with her co-childminder, she has worked hard to devise observation and assessment systems under the new framework. The childminder has made a comprehensive list of the aspects of effective learning taken from Development Matters. She uses this to refer to, so she can assess where children are at in their development. She uses this assessment effectively to implement the next steps in children's learning. Therefore, children make exceptionally good progress and attain the highest levels of achievement.

The childminder has an extremely good understanding of the local safeguarding procedures. She is clearly aware of the possible child protection issues and understands the process to follow if she were to have concerns about a child in her care. She makes sure that parents are fully aware of her duty of care to their children. As a result, she clearly protects children from risk of harm and neglect.

The childminder uses highly effective self-evaluation to reflect on the practice in her setting. She identifies areas for improvements that will enhance children's learning and development significantly, such as using Development Matters to assess and plan for children's learning. The childminder demonstrates an extremely positive approach to improving her professional development. This demonstrates her commitment to enhancing her knowledge and understanding of effective childcare practices.

The childminder works closely with parents and other professionals to support children's learning and development. For example, she takes children to schools and pre-schools to collect the older children, this means they can meet the staff, and become familiar with the setting they will be attending. This means they benefit from smooth transitions into the setting. Parents are extremely positive about the care their children receive while at the setting. They report they have noticed how quickly their children have made progress since starting, are completely involved their learning and value the support from the childminder. 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

Unique reference number	125819
Local authority	Kent
Inspection number	822898
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6

Number of children on roll	20
Name of provider	
Date of previous inspection	09/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

