

Inspection date	22/11/2012
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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 has an excellent knowledge of the Early Years Foundation Stage learning and development requirements. This enables children to make excellent progress.
- Children are provided with an extensive range of resources and activities to provide stimulating, challenging opportunities to meet their individual needs.
- Systems to monitor the effectiveness of the setting are fully embedded into the childminder's practice. She constantly seeks the views of parents and children to inform her self-evaluation and make positive changes to her provision.
- Exceptional partnerships with parents provides extremely good methods for sharing information. This includes an on-line website with details for each child, daily verbal communication, texting and daily diaries.
- The childminder has attended an extensive range of training courses to promote her professional development. These help her to improve outcomes for children.

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 carried out the inspection in the kitchen/playroom, observing the childminder with the child.
- The inspector sampled documents and children's information, including some written observations.
- Safeguarding and supervision were discussed with the childminder and her policies sampled.
- Parental views were obtained through written references.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her partner and two school age children in Yalding, Kent. The whole of the ground floor of the childminder's town house is used for childminding, including one bedroom on the second floor used for sleeping children. There are steps internally from the kitchen to the living room. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. She provides funded early education for children aged two, three and four. However, at present no children are receiving funding. The childminder is able to provide overnight care for up to two children.

What the setting needs to do to improve further

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

- develop the environment further to be richer in print to help children learn about words, for example using names, signs and posters.

Inspection judgements

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

The childminder has an excellent knowledge of the Early Years Foundation Stage and uses this understanding to provide stimulating, challenging opportunities for children. She shows an exemplary understanding about how children learn, enabling children to flourish in her care. An excellent balance between adult-led activity and child-initiated play supports all areas of learning. For example, children develop their physical skills through use of large play equipment in the garden, such as the swings, slide and climbing frame. In addition, children learn about the natural world, finding out how the chicken lays eggs and watching the wild birds and filling their feeders. Opportunities for sensorial play are provided using exciting resources on a regular basis. Children use jelly, pasta and cold rice pudding to explore its properties, occasionally using tools to tip, prod and fill. Sand and water play offers further opportunities both indoors and outdoors.

Children have daily activities to use a wide range of mark making materials both indoors and outdoors. They use chalk, paint and pens on different mediums such as the easel, paper and the white board, learning to hold their pen between their thumb and fingers. The childminder promotes books well, with visits to the library and opportunities to share books are valued on a daily basis. The childminder talks to the children constantly extending their vocabulary. She encourages children's communication skills, especially the younger ones, by copying their sounds in 'turn-taking' conversations. When children manage a recognisable word, the childminder repeats the word back clearly, often adding a few more words to develop their vocabulary and understanding. As children's speech develops so, the childminder introduces letters and sounds, to enable them to begin to

identify recognisable words such as their name. However, the childminder does not make extensive use of posters, labels and signs to encourage children to become familiar with everyday words.

The childminder shows excellent observational skills to evaluate where children are in their learning using current guidance. She uses this to assess children's progress to plan next steps in their learning. This enables her to identify any concerns at an early age and where necessary, to seek support from outside professionals. Children's progress is recorded using the on-line website used specifically for early years practitioners. Exclusive access for each individual parent is activated by using passwords to promote security. This allows parents to be fully involved in their child's learning and provides instant access to daily diaries, observations, and the opportunity to view photos. Parents learn helpful hints and advice on how to extend their child's learning at home, and provide useful information to the childminder about their child's achievements at home, thus providing an excellent two-way flow of information. The childminder has an extremely good understanding about the progress check as the age of two to monitor children's development for physical, communication and language and personal, social and emotional development. Parents will be consulted and the check co-ordinated with the check by the health Visitor to fully promote children's learning and development.

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

Children form exceptional attachments to the childminder, who understands the importance of building relationships. She provides a welcoming, caring environment when children are truly valued and treated with love and respect. Children are encouraged to become independent, feeding themselves with a spoon, drinking with a cup and potty training. Older children learn to pour their own drinks, in their homemade glasses and make choices of activities.

Children behave well and understand the house rules. For example, they take their shoes off when they arrive and put them in the rack. Children learn the importance of turn taking and sharing the toys, learning to negotiate and play with each other. The childminder encourages children to be responsible for their own behaviour and provides lots of praise and encouragement for positive reinforcement. This enables children to gain in confidence and build their self-esteem.

Children learn about a healthy lifestyle through excellent opportunities for outside play both in the garden and on outings to the local park or places of interest. The exceptional range of resources provides opportunities for exercise whilst benefiting from the fresh air. Children are provided with a significant range of healthy snacks and meals, encouraging children to try new fruits and foods, with emphasis put on 'five a day'. The childminder uses highly effective ways to encourage children to eat different vegetables and fruit, for example through 'beetroot' chocolate cake. Hygiene routines are encouraged from a young age, demonstrated after nappy changing when the child says 'hands' and the childminder repeats 'yes, we need to wash our hands now'.

Children demonstrate a feeling of security as they approach the childminder for a cuddle, or for her attention. Children use various means to communicate through signing and gesture when their communication skills are still not fully developed. As a result, the childminder is able to meet their individual needs with more understanding. The childminder has an excellent understanding about safety and allows children to take controlled risks, supporting their independence. Children learn about holding onto the handrail when using the stairs. They learn how to use equipment safely, both indoors and outdoors. Older children learn about road safety and stranger danger, providing them with information to keep themselves safe.

Children use an extensive range of good quality toys and resources to meet their individual interests and support their development in all areas of learning. The resources are stored in specific storage boxes and kept predominantly in the lobby where children can request alternatives. The childminder rotates the equipment and ensures a good variety is always accessible for the younger children, who are unable to request alternatives. Children learn that some toys are only suitable for the older children and make sure the younger ones do not have access to these. Therefore, children learn about others needs and safety issues.

The childminder shows an extremely good understanding about preparing children for the transitions in their young lives. For example, children have the opportunity to visit childminding groups and their houses to learn to play with other children. They develop the confidence to explore the new environment, using the childminder as a safe place to return. These opportunities enable children to meet their local community in a safe environment.

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

The childminder has an extremely good understanding about safeguarding children. She attends training on a regular basis to keep her knowledge up to date and implements a comprehensive policy. All adults in the household have checks for their suitability, including regular visitors, to protect children's well-being. The childminder shares the policies and procedures with the parents and updates these on a yearly basis. She understands the importance of confidentiality and keeps detailed records of any concerns. The childminder supervises children well and has recently undertaken a review about allowing older children a little more independence. For example, children want to be able to build the train track and leave it out until the following day in the living room, where the younger ones tend not to play.

The childminder is a committed, enthusiastic individual who constantly strives to improve and extend her practice to meet the needs of the children. She regularly monitors her provision through self-evaluation and seeks parental comments through questionnaires. The views from both the children and parents are used to shape the provision the childminder offers. The childminder is highly reflective and monitors her own personal development to ensure her knowledge remains up-to-date and relevant. She attends an

abundance of training courses reflecting the excellent care and practice she offers. The childminder has recently become accredited and provides funded early education for two-, three- and four-year-old children.

The childminder has established excellent links with parents and other providers providing highly effective procedures to meet children's individual needs. For example, the childminder has been involved in settling in a child to a pre-school with the parent and accepting a child from a pre-school who did not settle well.

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	EY281721
Local authority	Kent
Inspection number	888682
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	17/02/2011
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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