

<b>Inspection date</b>	27/11/2012
Previous inspection date	12/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy their time with the childminder, who provides a warm and welcoming environment to effectively meet their individual needs.
- The childminder demonstrates a good understanding of each child's individual developmental stages and plans activities to help them make good progress in all areas of their learning and development.
- Children develop good independent skills in self-care. This builds their confidence and promotes their self-esteem well.
- The childminder promotes children's language and communication effectively by introducing new words and giving children time to develop their own ideas.

#### **It is not yet outstanding because**

- Although children go on walks and play in the park, they have limited opportunities to extend their learning outside in the garden.
- Younger children cannot easily access some of the resources and choose what they want to play with independently.

## 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's activities throughout the inspection.
- The inspector looked at children's records, including assessment documents and next steps; and some policies and procedures relevant to the inspection.
- The inspector looked at areas of the home used by children in relation to their health and safety.
- The inspector took account of the views of parents through references left for inspection.

## Inspector

Shanti Flynn

## Full Report

### Information about the setting

The childminder registered in 2003. She lives with her husband and two children in Ashford, Kent. The whole of the ground floor of the childminder's home is used for childminding purposes. There is an enclosed garden for outside play. The childminder is currently minding four children; two are in the early years age group.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder lives within walking distance of local schools, parks, libraries and shops. She attends local toddler groups and takes children to an indoor play centre. The family has two dogs.

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

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

- develop further opportunities for children to play and extend their learning flexibly between the indoor and outdoor environments
- improve the organisation of the resources so that all children can independently choose what they want to play with.

### **Inspection judgements**

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and how young children learn through play. She works closely with parents to find out about their children's interests and abilities when they first start. The childminder gets to know the children well and uses this information to plan activities to meet children's individual stages of development.

The childminder has a good range of resources to support children's development in all seven areas of learning. However, these are not always easily accessible to younger children, and do not fully support their independent learning. Older children are able to ask the childminder for what they want to play with. The children are confident communicators and chat happily to the childminder as they play. She supports their language and communication skills by asking them open questions and giving them time to respond. For example, she asks, 'What do you think she is doing?' when looking at pictures with the children. Children are also beginning to identify familiar letters. The childminder skilfully supports their literacy development by encouraging them to say the initial sounds in words. She also models new vocabulary for children and encourages them to copy and practise these new words.

Children enjoy playing with games and puzzles to develop their mathematical skills. They enjoy working out how the pieces fit together and concentrate on the task for a sustained period of time. The childminder supports them by asking them to look carefully at the

picture for clues, and to think about where the pieces should go. For example, she asks, 'If you see boots, should they go at the top or the bottom of the picture?' This encourages children to think and work things out for themselves. Children practise their counting skills as they count the number of legs on a spider and how many pieces of orange they have at snack time.

Children have limited access to the garden and do not always have opportunities to fully extend their learning and development in the outdoor environment. However, the childminder takes them on walks to the local park where they can play in the fresh air. They also regularly visit an indoor play centre, where children enjoy developing their balance and co-ordination skills on the larger play equipment.

The childminder observes the children while they play and uses Development Matters to effectively identify each child's stages of development in relation to the age bands. She records children's achievements and shares this information with their parents to positively involve them in their children's development. The childminder also uses her observations to plan activities and support children to make good progress overall in all areas of their learning and development. Consequently, children are helped to acquire the necessary skills they require as they move on to their next stage of education.

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

Children enjoy the time spend with the childminder and are happy and settled in her home. They show that they feel safe and confident as they explore the activities on offer and ask for help when they need it. The childminder knows the children well and is very flexible with the routine. She knows when children are hungry or tired and adjusts her plans to meet their needs effectively.

Children's behaviour is good because the activities on offer are interesting and stimulating, and they spend their time engaged in play. The childminder acts as a good role model and children are very polite, saying 'please' and 'thank you' consistently. The childminder strongly encourages children to develop their independent self-care skills. For example, she supports the children through potty training and encourages them to find their own booster seats when they sit at the table. She rewards their efforts with lots of praise, which has a positive impact on their confidence and self-esteem.

The childminder supports the children to understand how to maintain a healthy lifestyle. They routinely wash their hands before eating and after using the toilet, and explain that they 'need to scrub the germs away'. Parents provide their children's meals but the childminder offers them healthy snacks such as fruit. Children have regular opportunities to be out in the fresh air as they go for walks to the local library and parks. Children play in a safe environment as the childminder is careful to supervise them at all times. They practise the emergency evacuation procedure and learn how to keep themselves safe when they go on outings.

The childminder works well in partnership with other providers to support children's

smooth transitions as they move into school or nursery. She liaises with parents and other providers by sharing information about children's learning and development. This helps to effectively promote the continuity of their care and learning.

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

The childminding has attended training on the revised Early Years Foundation Stage. She has a good knowledge of the safeguarding and welfare requirements and fully understands her responsibilities with regard to keeping children safe. She knows how to access support and who to contact if she has any concerns about the children in her care. She shares her written policies and procedures with parents when children first start at the setting so that they understand her role and responsibilities.

The childminder maintains all the necessary documentation for the safe and efficient management of her service to a high standard. She carries out daily checks of her home before children arrive each morning, to make sure that they play in a safe environment. She also conducts separate risk assessments for outings in order to identify potential hazards and keep children safe. Visitors to her home have to sign in and out so that there is a clear record of all adults on the premises.

The childminder has effectively implemented the new learning and development requirements of the revised Early Years Foundation Stage. She assesses children's development across the different areas of learning and monitors children's progress to identify any gaps in their learning and development. She shares this information with parents and encourages them to share their on-going observations and achievements from home. This supports the childminder to identify children's individual interests, and to plan activities to fully meet their individual learning and care needs. The childminder also completes daily diaries for each child and shares information verbally at the end of each day. References for inspection show that parents particularly value this on-going exchange of information. They comment positively on the childminder's kind and caring relationship with their children, and the overall progress that their children make in her care.

The childminder is committed to improving her service and has addressed her previous recommendations effectively. She works closely with parents to seek their feedback and uses her observations of children to identify priorities for improvement. She also works closely with other local childminders to keep her knowledge and skills up to date and to share good practice.

### **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>	EY224982
<b>Local authority</b>	Kent

<b>Inspection number</b>	814421
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/08/2009
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

