

**Inspection date**

28/11/2012

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**

- Children are happy and settled. They develop an extremely positive bond with the childminder who continually interacts with them, giving them her time and attention. This effectively promotes their personal, social and emotional development.
- Children access a good range of resources and first-hand learning experiences appropriate to their developmental needs. They are confident, show curiosity and use their senses to explore the world around them.
- The childminder is a good role model and spends much of her time supporting children's play and praising them for their individual achievements and good behaviour.
- Overall, children enjoy varied play and imaginative experiences because the childminder understands that they learn best when they are having fun.

**It is not yet outstanding because**

- There are not enough regular opportunities for children to participate in garden play or to explore freely from indoors to outdoors.

## 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 majority of inspection time was spent with the childminder observing her and the children she was caring for. This took place in the lounge, kitchen area and conservatory.
- Children's information and individual profiles were sampled.
- Ongoing discussion and joint observations with the childminder took place throughout the inspection.
- Safeguarding was discussed with the childminder and a selection of policies sampled.
- Parent's views were gathered through recently completed letters of recommendation.

## Inspector

Janet Thouless

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her husband and three school-age children in a residential area of Folkestone, Kent. The whole of the childminder's home is

used for childminding. The toilet is on the first floor and there are a number of steps indoors. The garden is fully enclosed and accessed by steps. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group. The childminder holds NVQ at level 3 in Childcare and Education. The childminder can collect children from local schools and visits groups, local parks and places of interest.

## Inspection judgements

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

All children benefit greatly from being cared for in a stimulating and welcoming home environment. The childminder is skilful in providing a balance of adult-led and child-initiated play experiences that interest and excite children. She is calm and supportive in her approach and this has a positive impact on children's learning and development. Children arrive happily eager to choose what they wish to do from the interesting experiences on offer. Young children are encouraged to explore and discover new things. They show great interest when stories are read or songs are sang. They particularly like to listen to stories and songs on the laptop eagerly anticipating what will happen next. They touch the screen to play a song and smile at the childminder clearly showing their enjoyment. They communicate using gestures or words to indicate what they want such as playing the song again. In addition, the childminder introduces hand puppets to extend children participation further. Children enjoy the use of a well-resourced role-play area. They have good opportunities to explore objects that go together such as lids on teapots and cups to saucers. They count during everyday routines such as climbing up and down stairs.

Children practice their physical skills by pouring water from teapots, arranging food on plates and then placing these into the oven to cook. They know to push buttons on the cooker and when the bell rings, take food out developing their understanding of technology. They show great interest in exploring the dressing up box. They practice placing hats and crowns on heads and the childminder encourages them to look at themselves in the mirror and talk about what they see. Counting is introduced to develop children's understanding of mathematical concepts within daily routines. The childminder encourages one-to-one correspondent by demonstrating offering dolly's cups to drink. The childminder is very involved in children's play and spends lots of time at their level on the floor.

The childminder talks to children attentively making good eye contact, allows them time to think and guides them in their play. She completes assessments through observations and the taking of photographs. This helps her to understand children's level of achievement, interests and learning styles and to plan for their next stage in learning. She shares her observation records with parents and invites them to contribute to children's learning experiences. This helps children in readiness for transfer to school.

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

Children enjoy their time with the childminder and relate very well to her relaxed, friendly manner. She is kind and caring; young children receive lots of support and praise, which aids their personal, social and emotional development. Children demonstrate they feel safe as they move confidently around the familiar home environment. The childminder works closely with parents to gather useful information about the children's general development and home routines. Play dates are organised before children attend allowing children and parents to get to know the childminder and her family. This supports a smooth transition for home to the childminders setting.

The childminder encourages children to make their own decisions about what they want to do. A good range of age-related resources is freely accessible and children choose what they would like to play with. Toys and resources invite and stimulate children's curiosity and desire to explore. The childminder sets high expectations for behaviour and she supports children well to achieve this aim. Children behave well and this creates a good learning environment.

Children benefit from regular outings and gain an awareness of the world around them. They go for costal walks, visit the library, local parks and walks around the town. In addition, they visit friends in the afternoon enjoying the company of others. Children are beginning to understand the value of good health and physical exercise to promote a healthy lifestyle. They enjoy a good range of freshly prepared snacks and meals. They confidently choose fruit from the fruit bowl expressing their preferences and seek out their water bottles when thirsty. Children have many opportunities for fresh air and exercise as they participate in many outings. However, there are fewer opportunities for those who learn in different ways to engage in regular garden play to explore and move freely from each area.

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage. She refers to current documentation to assess children's developmental stages. This allows her to highlight any potential gaps to ensure that she can plan for any emerging concerns. She is aware of the need to complete a progress check at age two and will complete and share with parents as required. The childminder demonstrates a positive approach to reviewing and improving the quality of her childminding provision

having recently gained a relevant NVQ level 3 in childcare. She has registered her provision with Environmental health achieving the highest possible grade.

The childminder has a good understanding of the safeguarding and welfare requirements and takes effective necessary steps to safeguard and promote the children's welfare. Safety checks are carried out of the home and outings. The close supervision of children and gentle reminders on how to play safely such as not running indoors promotes a culture of safety. The childminder has a good understanding of how to promote children's well-being as she has completed paediatric first aid and safeguarding training. Accurate procedures are in place to record accidents, incidents and the administration of medication. She knows to develop links with other settings and is aware of the importance of sharing information about children's learning and development.

The childminder works very well with parents to support children's ongoing welfare and development. She has developed professional yet friendly relationships with parents. The childminder talks to parents about how children have spent their day and discusses all aspects of children's care with them. For example, supporting children where English is an additional language. In addition, a daily diary keeps parents informed about their child's day and enables them to support learning at home. The childminder provides plenty of information for parents in the form of a portfolio containing a range of written policies and procedures so they are clear about what to expect from her. Parents are very satisfied with the service provided; highlighting 'my childminder is welcoming, flexible and very accommodating' and 'my child talks about the many activities with great enthusiasm'. The childminder is passionate about her role and provides a welcoming environment where children flourish.

### 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>	EY444566
<b>Local authority</b>	Kent
<b>Inspection number</b>	796990
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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