

<b>Inspection date</b>	14/11/2012
Previous inspection date	14/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- The childminder is very skilled at fostering children's learning and development.
- Children can be very independent, setting their own challenges and choosing what they want to play.
- Children have strong communication skills because the childminder provides a language-rich environment.
- The childminder is very experienced and works with parents very effectively to meet the needs of children.

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

- The childminder is not fully aware of the phonics system used in the schools to support children's early reading skills.

## 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 at play.
- The inspector examined documents and discussed the care of the children with the childminder.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

The childminder registered in 1994. She lives with her two older children in the Tunbridge Wells area of Kent, close to shops, parks and schools. The ground floor of the home is used for childminding and a bedroom on the first floor is available for children to sleep. There is a fully enclosed garden for outdoor play. The childminder is currently minding three children in the early years age group. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from schools and regularly attends toddler groups.

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

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

- improve knowledge and understanding of phonics in order to fully support children's early reading skills.

### **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 how to meet children's learning and development needs. She knows the Early Years Foundation Stage very well and is extremely familiar with the stages of development described in the Development Matters guidance. She uses her experience of children's learning styles very effectively and has created a learning environment where children can be independent, active learners. For example, children who like to move frequently between activities can choose from a wide range of continuous provision, returning to earlier activities as they like. As a result, children are always engaged in purposeful, child-initiated play and build their skills and concentration spans.

The childminder plans particular activities to consolidate learning or practise new skills. For example, she will make sure a child is very comfortable counting from one to five before moving on to numbers from five to ten. She uses a multisensory approach, so children can pick up and handle numerals made from felt or plastic and match them to those on the page. Children enjoy these activities because the childminder has designed them to provide the right amount of challenge. As a result, the balance between adult-led learning and child-initiated activities is very well tuned. The childminder supports children's communication very well, and children have a wide vocabulary as a result. However, the childminder is not aware of how to use phonics (the sounds that letters make) to support children in learning early reading skills.

The childminder plays alongside children at all times and makes careful observations of their achievements. She records these observations very accurately and matches them to the development statements in the Development Matters guidance. In this way, she can easily note any achievement gaps and take steps to address them. As a result, all children make good progress and some children build skills above their expected level of development. The childminder regularly gives their child's learning journal to the parents so that they have time to read and reflect on their progress, contributing their own observations and views. In this way, the childminder builds an effective partnership in

fostering children's learning.

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

Children are very well settled in the childminder's care and enjoy a 'home from home' atmosphere. Children separate from their parents confidently, going to the childminder frequently as a source of comfort, reassurance and fun. The childminder knows their home routines in great detail, as well as knowing their favourite songs and activities. For example, she initiates a singing and tickling game, and the children dissolve into happy giggles as they anticipate being tickled.

Children eat a healthy diet with well balanced, nutritious snacks and meals. The childminder fosters children's independence skilfully, giving more able children an appropriate knife to cut their own fruit. Children have their drinks of water available as they play, and so can stop for a drink at any time. Children learn good hygiene habits and spontaneously put their tissues straight in the bin, which reduces the risk of cross-infection. Children can use their personal towels and flannels, and the childminder is a good role model in terms of setting a high standard of cleanliness in nappy changing routines, for example. Children benefit from a wide range of physical play activities. The childminder takes children regularly to soft play areas, parks and for walks. Children also enjoy using ride-on toys, stilts, scooters and ball play. Children enjoy setting themselves physical challenges, such as combining using stilts and pushing a buggy. In this way, they learn to take risks in a supportive environment and learn by experimenting.

Children are well-behaved. The childminder sets clear and firm rules, giving explanations which help children to respond well. She is very calm when dealing with tantrums or other normal toddler behaviour and gives lots of accurate praise when children do something well. As a result, they learn to manage their feelings and gain self-esteem. Children enjoy taking responsibility by helping to tidy up, or get out different toys. They are good at sharing and cooperative play, and show empathy when a friend gets upset. This gives them good social skills which support children in the transition to other group day care settings and schools.

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

The childminder has a good understanding of how to safeguard children. All adults in the house are checked for their suitability. The childminder has clear policies and procedures which guide her practice should she have concerns about a minded child. She makes these available to parents so that they understand her duties and responsibilities. The childminder has set high standards for children's safety and carries out daily checks to minimise any potential hazards. She has a good awareness of the importance of documentation and record keeping, which underpins children's well-being.

The childminder is very experienced and has kept up to date with her training, completing

several short courses each year. This builds on her qualification and means she has a good understanding of the Early Years Foundation Stage framework. She reflects on her practice and asks parents for their opinions to guide her work. The childminder works effectively to address recommendations from previous inspections and sets herself challenging targets for improvement. As a result, she is skilled at meeting children's learning and development needs.

The childminder has established strong working relationships with parents. She maintains detailed care diaries which give parents lots of information about their child's day. Parents provide written references which show how much they value the childminder's contribution to their child's development. The childminder sets a professional standard by having contracts and consents in place before children start. She is also skilled at making sure the settling-in process meets the needs of the whole family, so that parents and children are all feeling secure. The childminder is experienced at working with other day care settings to provide consistent care for children. She ensures that children's learning is well supported by sharing information and noting everyone's contribution in the learning journals.

### 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>	125680
<b>Local authority</b>	Kent
<b>Inspection number</b>	822903
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/12/2010
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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