

## Inspection date

Previous inspection date

05/12/2012

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 have good access to a wide range of toys to develop their curiosity and learning through play. This helps them make progress in their learning and development.
- Care children receive is consistent with home life, enabling warm relationships with the childminder.
- Partnership with parents is strong and informative and helps to support children's learning at home.
- The childminder has a good knowledge of the safeguarding and welfare requirements. Children are protected, well cared for and their needs well met.

### It is not yet outstanding because

- The childminder does not enhance children's interest in books by always encouraging them to concentrate and complete a story.
- Hygiene routines are not always consistent in supporting children's good health, for example through hand washing.

## 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 spent time observing interaction between the children and the childminder.
- The childminder was invited to seek the written views of parents to share with the inspector.
- The inspector spent time looking at documentation and the childminder's policies and procedures.
- The inspector looked around the areas of the home the children use and the available toys and resources.

## Inspector

Justine George

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Greenhithe, Kent. Most areas of the home are used for childminding and there is an enclosed outside play area. The family has a pet dog and two cats. The childminder is

registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age group, on a full-time basis, one child attends term time only.

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

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

- enhance children's self-care skills by consistently encouraging hand washing routines so children learn good hygiene practices
- enhance children's listening and concentration skills when using books, for example by introducing story props and real objects alongside favourite stories.

### **Inspection judgements**

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

The childminder organises the environment effectively and children have access to a good range of toys and make their own choices of what to play with. This enables them to develop curiosity and sets the path towards enjoying learning. Children use hats and carry around bags with little items that interest them. They also access real phones and chatter away, pretending to talk with family members. As a result, children are learning about people around them and develop their imaginative play. Children explore problem solving as they post shapes into holes. The childminder supports children, remaining close by and encouraging them to, 'turn the piece', or 'twist it that way' and children try different holes until the correct one is found. Children repeat the activity and soon become skilled in finding the right space, first time. Children very much enjoy looking at the good range of books, developing their early reading skills. Children choose a story and they turn pages showing early awareness of how books are used. However, children concentrate for a short periods of time and only look at a few pages before moving onto the next book. The childminder has not yet thought about ways to extend children's interest and concentration, for example, by introducing real objects and props to further aid enjoyment and encourage more sustained interest in stories.

The childminder seeks good information from parents when children first start at the setting. As a result, she knows their likes and interests and where they are at in their stage of development. This enables her to plan for their experiences and pursue their

interests. For example, parents pass on comments children make as they often talk about feeding the ducks. Parents share this with the childminder who continues this interest by also taking children to the local river so they are able to feed the ducks while in her care. This enables children to learn about living things in the environment. Children very much enjoy looking out of the window which the childminder keeps clear for this purpose. They watch the refuse collectors, the window cleaner and the squirrels scurrying by. This helps children's verbal language as they talk about what they see and share this with the childminder, who acknowledges their observations and values their contributions.

Children are making good progress in their learning and development. The childminder regularly observes what they can do and she plan experiences to cover the different areas of learning. The childminder supports children in making progress as she plans the next steps in their development. For example, she supports their language development through using books and singing songs. Children have good opportunities to develop their physical skills. Children have opportunities to develop skills for the future and to support their later reading and writing experiences. For example, they use bricks to construct simple towers, draw with crayons, use play dough and thread large beads.

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

Children are settled and secure as they have developed warm relationships with the childminder. This is due to the childminder seeking good information from parents about their routines and personal attributes. For example, she is aware of any special comfort items when they need to rest.

Children show high levels of independence as they play and explore the good range of toys. They are beginning to share and the childminder supports them in taking turns and manages their behaviour well. This is achieved through the childminder giving clear explanations and having several of the same play items available to reduce any conflict. Children are well behaved and the childminder fosters their self-esteem well. She sits with them to provide encouragement. For example, children use the shape sorter and if they struggle, the childminder tells them that they can do it and praises their success when they post the shape correctly. Children are developing a sense of belonging in the community. This is because they visit local places of interest and different groups. As a result, children develop social relationships with other people and develop an understanding of the world. They are beginning to learn about safety as they are encouraged to help put toys away when they are finished to reduce tripping hazards.

The childminder supports most aspects of children's health well. She seeks information about their health and dietary needs in line with parent's preferences. The childminder provides healthy meals and snacks for children. They enjoy snacks of bananas and grapes and have regular drinks throughout the day. Children also benefit as the childminder provides freshly made meals that reflect the different food groups. This helps to promote healthy eating, aiding nutrition. In the event of children becoming unwell, the risk of

infection is minimised as parents collect children and care for them at home. However, inconsistent hand washing routines impact on children's developing independence in learning good hygiene habits. Children have daily opportunities for fresh air and exercise. They use local parks or go on short walks to aid physical well-being.

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

This childminder demonstrates a commitment towards promoting the learning and development and welfare of children. This is because she has a good knowledge of the requirements of the Statutory Framework for the Early Years foundation Stage including the safeguarding and welfare requirements. The childminder has a good range of written policies and procedures to share with parents so that they know about her responsibilities. All the required documentation is efficiently organised. This means that children are cared for in line with parent's wishes. Parents share positive feedback about the childminder. They are extremely happy with the care she provides. They feel very well informed about their child's day as they receive written and verbal information on a daily basis. They also comment that children make good progress and attend different groups to widen their interaction with other children. Parents receive good information about how children are progressing. This is because the childminder shares her observations and works with parents to support any areas of development. For example, developing children's spoken language. The need for the childminder to work in partnership with others is not yet required. However, she demonstrates sound awareness of the importance of working with others to promote continuity and consistency of care.

The childminder has good knowledge of child protection procedures. She has good literature to refer to in order to support this aim. In addition, she demonstrates good knowledge of the correct referral procedures to follow in the event of any concerns. This helps to protect vulnerable children. The premises are secure and children protected from unvetted adults. This is because they are consistently supervised. The childminder is fully aware of how to protect children should an unfamiliar adult arrive to collect children. She has detailed information from parents about who may collect children. Her written policy also outlines her responsibilities should parents not arrive to collect children, in line with guidance. The home is safe as the childminder effectively risk assesses the home to help minimise any hazards. Should children have an accident, they are well cared for. This is because the childminder has completed first aid training. She also has all the required documentation to record accidents; she shares these with parents to inform them of their child's well-being. This contributes towards the effective care of children, fostering their welfare.

The childminder has used self-evaluation to review practice based on the needs of children. As a result, structured routines are in place for them to help the childminder meet their needs effectively. It also ensures they have a range of experiences to explore outside. The childminder receives information from different organisations. As a result, she

plans to update her knowledge in order to implement the two year progress check. This is likely to have a positive impact on children, and allow her to provide early intervention, if required. This means that her knowledge reflects current practice and shows her capacity to drive improvement.

### 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>	EY447422
<b>Local authority</b>	Kent
<b>Inspection number</b>	801610
<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>	5
<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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