

Inspection date

Previous inspection date

10/12/2012

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

- The childminder plans stimulating and imaginative activities to help young children learn and this she supports their play well, communicating both clearly and constantly with them which results in good progress.
- The childminder has a good understanding of how young children learn which she uses to good effect. She takes account of each child's preferences and interests when planning activities so that these appeal to children and make them feel valued.
- Children are encouraged to talk by the childminder who makes excellent use of both planned and unplanned opportunities to enhance and extend children's communication and language skills.
- The childminder has excellent relationships with parents which she uses to ensure children receive support that is tailored to meet their individual needs. Good information sharing enables the childminder to obtain contributions from parents that enables her to plan activities that appeal to children.

It is not yet outstanding because

- The information exchanged with parents at the start of childminding does not include their contributions on the development and learning of their children or guidance for providing healthy foods.

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 arrived at 10:15am, showed passbook and left at 1:15pm.
The majority of inspection time was spent observing the childminder's input and the child she was caring for. This took place in the childminder's home in the lounge, and kitchen/dining room.
- On-going discussion and joint observations with the childminder took place throughout the visit.
- The inspector sampled the children's information and development records.
- The inspector read 3 testimonials about the childminder's service provided by parents.

Inspector
Susan Scott

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband in Minster, near Ramsgate, Kent. The whole of the house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the

voluntary and compulsory parts of the Childcare Register. There are currently four children on roll, three are in the early years age group and one of these attends full time.

What the setting needs to do to improve further

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

- further develop the exchange of information with parents so that they are able to contribute to the initial assessments of children's development and the expand on the guidance for them to use when providing healthy foods.

Inspection judgements

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

Children are keen to explore the toys and activities provided by the childminder. For example, they enjoy the opportunity to sit on the lap of the childminder and share books or listen to a story. The childminder devotes her time and attention to the children in her care and supports their developing communication and language very successfully. For instance, children learn the names of clothes which they have bought to clothe the dolls and teddies. They enjoy learning to sing jingle bells and repeat these rhymes at home and parents build upon these newly learnt skills.

The childminder completes an 'All about me' form, noting children's interests and preferences and uses these to plan their play and learning. She frequently records children's achievements and shares these with parents in their daily books and the detailed folders which record their learning. These are available to parents and the childminder summarises each child's progress every term to share with parents and note the next steps in children's learning. Parents write suggestions and comments about their children's development regularly.

Children go to local toddler groups which extend their social experiences and this enables them to learn how to play with other children. They benefit from going out each day and sometimes walk to local shops or the park to play which also develops their knowledge of the local community. They collect fallen autumn leaves and have used some of these to make ice candles. This helps them learn that some things change as the ice melts to water and they enjoy exploring the changing texture of aqua beads when they are put into water and swell up. Children using these are encouraged to notice and describe what they feel and the toddlers say these are 'wet'. The childminder demonstrates a variety of actions using signs so they can all understand and copy. Children enjoy good opportunities

to refine their coordination and control by dancing to music and the childminder encourages them to sing action songs such as 'row the boat'.

The childminder uses good teaching techniques. For example, she ensures there are toys and activities which are interesting and well-matched to each child's abilities. These have a positive impact on children's learning and development, so that all children make good progress. She has a precise understanding of how to promote their learning and uses an imaginative variety of experiences to interest them. For example, as she reads and talks to children she uses gestures to show them how to form and say words such as, 'whoosh' by putting their fingers to her lips so they can feel the air she expels when making this sound. This intrigues children and helps them build their vocabulary as they try out new words themselves, imitating her.

The childminder plans children's experiences to cover the seven required areas of learning, indoors and out, although she concentrates on the prime areas of learning with the young children. She refers to the Development Matters in the Early Years Foundation Stage (EYFS) to ensure she is providing effective learning for individuals. She adapts a wide range of materials and resources to stimulate children's learning and curiosity. The written observations of children's play show an accurate understanding of their development and the childminder has planned how to complete the two year old progress checks using her records. These records show good ongoing progress for each child in her care based upon children's individual interests and abilities.

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

Children settle-in successfully and their well-being is nurtured through effective provision for personal, social and emotional development. The childminder is sensitive to their needs, skillfully encouraging them to take part in all the activities she offers. For instance, she takes note of their interests and provides activities to purchase and dress a teddy bear in baby clothes when a new child shows a liking for the teddy. This enables children to be interested and eager to attend and discover what is planned for their play. Children form strong bonds with the childminder who is a very positive role model for them and this helps all the children to enjoy each other's company. As she gives good support to them. Children are very happy in her care and the childminders constant and skilful communication with them builds feelings of trust so that children feel very safe in her care. For instance, the childminder teaches young children to sign so that they can indicate their needs, even when they cannot explain them in words.

The childminder has a very good understanding of how to enable children's learning and supports their behaviour in a very positive way. For example, she provides small picture cards of food and drink so that children can select a picture of food they want. One child under two selects the picture card of a satsuma when the childminder is preparing one for a snack and the childminder praises her, acknowledging her skill. Children to learn how to behave in a considerate way as the childminder sensitively encourages them to share and take turns which fosters inclusion.

Children develop their understanding of a healthy diet by eating fresh fruit for their snacks and the childminder encourages their good eating habits by talking to children and their parents about this but has only a brief statement about this for new parents. Children are learning how to keep themselves safe as they are gently reminded how to eat safely. They are encouraged to understand that walking instead of taking the car is important for their good health. They respond to the expectations expressed by the childminder and learn to share and include others. They develop self-care skills, such as washing and drying their hands and are enthusiastic about their activities. This results in children who are gaining good skills and attitudes to support and underpin the expectations in school.

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

The childminder prepared for minding by familiarising herself with all the requirements and documents available. She plans very stimulating activities which appeal to the interests and needs of the children attending. She has a clear vision for her service. Her knowledge of the learning and development requirements is very strong. Children's well-being and safety is well promoted. For example, the childminder has obtained written permission for children to travel in her car and ensures that parents are always informed of the outings that are planned. The childminder demonstrates a good knowledge of how to safeguard children and nurtures their feelings of well-being so that they are eager to learn.

The childminder has a good commitment to improving her service. She has completed a written self-assessment and plans for improvements. She has planned to use parent questionnaires she has prepared. She has also attended several courses, such as safeguarding children and has registered with the local authority for providing food. She uses her resources well so that they are well organised to support her plans for each child's learning.

She has established very good relationships with parents that provide her with frequent feedback and information about the children. However, the information gathered when children first attend is mostly based upon the children's well-being and general development. After the first few weeks parents are asked to provide information on their children's learning. The childminder has established very good systems for exchanging information with parents of the children she minds. She shares information about children's routines and the activities they complete on a daily basis and uses her detailed records effectively. Parents contribute towards their children's learning plans and take the opportunity to write suggestions and information in their child's ongoing records. The parents have completed references expressing how pleased they are with the service their children receive.

The childminder has extremely enthusiastic reports from parents of the children she minds. The parents have written that they are 'very comfortable discussing concerns and communication is professional'. They write that they like the snacks provided and the informal chats and texts. One parent has praised the growing independence and

communication skills gained by her child. Parents also like the outings and have noticed children's motor skills are developing well. Another parent mentions the childminder's kindness, support and flexibility and says she has been 'caring, a stable influence' and that they feel so fortunate to have found the childminder. The childminder has very good relationships with the school that children attend and uses information well so that she can fully support the care and development of children who attend other settings. For example, by arranging play dates at her home.

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	EY428141
Local authority	Kent
Inspection number	766014
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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