

Inspection date

Previous inspection date

10/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder's excellent self-evaluation processes show how she is reflecting on her practice continually, which has a significant impact on children's care, learning and development.
- The childminder knows the children extremely well and uses her comprehensive observations and assessment highly effectively to plan the next steps in learning for all children.
- Partnerships with parents are outstanding. The childminder's excellent verbal exchanges with parents and the use of a daily contact book keep parents comprehensively informed of their child's care, learning and development. This also enables parents to extend learning at home to enhance children's progress further.
- The childminder gives high priority towards enhancing children's language and communication 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 the childminder interacting with the children during free play and adult directed activities, discussing how these activities support children's learning and development.
- The inspector sampled the childminders comprehensively recorded documentation such as attendance, accident and medication records and extensive written policies and procedures.
- The Inspector took account the views of parent/carers through parent questionnaires and written references seen.
- The Inspector looked at the childminders exceptional, detailed self evaluation form to determine how the childminder is evaluating her setting and thus improving outcomes for children.
- The Inspector viewed children's highly impressive developmental profiles and discussed how she supports their learning and development.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2012. She lives in a two bedroom mid-terrace house located in Bean, near Dartford, Kent. The whole of the property is used for minding. Children spend the majority of their time playing in the living room and second bedroom. The main bedroom is suitable for sleep purposes. The bathroom is located on the first floor. There is an enclosed garden for outdoor play. The childminder has a pet dog. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children, one in the early years age group. The childminder is able to walk or drive to local schools and pre-schools to take and collect children.

What the setting needs to do to improve further

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

- help children to build their vocabulary even further by extending the range of their experiences, for example, by making books or sharing photographs of children's families, pets and favourite people.

Inspection judgements

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

The childminder demonstrates an excellent understanding of how children learn and develop. She is highly effective in her use of the guidance Development Matters in the Early Years Foundation Stage. She uses this guidance to assess children's achievements and to plan the next steps in their learning to help them make extremely good progress. She is planning to use her written observations and tracking systems to complete the required progress check for children aged two years. Parents are highly involved in their children's learning and development from when they join the childminding setting. For example, the childminder has extensive systems in place to gather parental information about their children's interests and abilities when they first join her setting. She provides parents with a written contact book, which contains information about a child's day, their achievements and how parents can extend their learning at home. Parents share

anecdotes with the childminder about what their child is doing at home. These practices fully support children's learning and development.

The childminder has a very secure knowledge and understanding of the learning and development requirements. She provides children with an extensive selection of activities and resources. These challenge and stimulate children's learning and support them to progress to the next stage in their learning. The childminder stores the resources in low-level storage tubs and shelving units, enabling children to independently select them. The childminder has created a stimulating environment with lots of colourful posters, toy tubs and low-level storage baskets. These have print and pictures to support children to find resources and start seeing print in meaningful situations. She has developed a mark making toy tub with a wealth of mark making opportunities including note books, diaries, rulers, paper, chalk boards and a mechanical drawing toy, which is a particular favourite. There are toy tubs and boxes full of construction resources, role play resources and small world which children eagerly explore and investigate. Children are developing extremely good problem solving skills, for example, as they complete simple and more complex puzzles and post shapes through shape sorters with the childminders support and encouragement. They select electronic toys and resources, such as a freestanding keyboard, which enhances their understanding of simple modern technology.

The childminder continually talks to the children during play activities and asks questions to extend their language and communication skills further. She enthusiastically promotes communication at a level appropriate to each child's level of understanding. For example, she is supporting babies and young children to copy sounds and repeat words and as they develop she is encouraging simple and then more complex sentences. She does not always further extend opportunities, for instance, through sharing photographs of familiar people, pets and objects in children's lives. However, she has a wide range of picture books which she uses with younger children to introduce different objects. Her excellent interaction clearly encourages babies' early babbling and non verbal communication such as nodding and pointing as they share books together. Children participate in numerous activities to learn about the world around them through outings in the local community to toddler groups, local parks and the woods.

Children are developing extremely good mathematical skills, such as counting and a sense of space, shape and measure. For example, they problem solve posting shapes in the shape sorter, complete simple tray puzzles and build towers from construction bricks. The childminder encourages simple counting skills during play activities and extends the older/more able children by introducing concepts of weighing and measuring during cooking activities. Children benefit from a highly effective balance of child initiated and adult led learning opportunities. These are appropriate to their individual ages and stages of development and help them develop skills for their future learning. The childminder plans supplementary activities outside the home setting in a range of different environments. These include outings to toddler and music groups and to soft play centres to further extend children's learning.

Children form strong emotional attachments with the childminder, enabling them to feel happy and secure in her welcoming, stimulating environment. The childminder is extremely affectionate and caring in her approach which encourages children to establish extremely close relationships with her. The childminder works with parents to support children's transition from their home setting into the minding environment. She tailors settling in sessions to meet each child's individual needs to give them the time they require to settle. The childminder supports children's personal, social and emotional development extremely well and children demonstrate excellent levels of self esteem and confidence. The childminder provides children with continual praise and encouragement as they attempt new tasks or achieve a new milestone. For example, she delights in a recent tower building skill that one of the children has achieved and has photos of the child and their independently built tower. This helps children to feel highly valued and promotes their confidence and self-esteem.

Children's behaviour is extremely good. The childminder supports and encourages children to behave appropriately, to share and take turns. She uses praise continuously to build children's confidence and self esteem. There are clear behavioural boundaries and expectations in place and the childminder share these with parents to ensure a consistent approach. This enables children to understand behavioural expectations from an early age.

The childminder supports children to develop an understanding of the importance of physical exercise and a healthy diet. She provides an extremely healthy, well-balanced selection of meals and snacks in line with individual dietary requirements. This includes a wide variety of fresh fruits and vegetables. Her meals and snacks are extremely healthy, nutritious and support children to develop healthy lifestyles. Children learn about healthy eating through favourite meals, which include sweet and sour pork with noodles, chicken curry and rice and beef casserole. The childminder also makes homemade soups for a warm lunchtime meal. The childminder makes mealtimes a sociable occasion, giving children time to enjoy their food. The childminder has stringent hygiene routines in place to protect children from cross infection. For example, thorough nappy changing procedures comprehensively help to protect children from cross infection. Young children are able to rest comfortably in line with their individual routines to promote their sense of well-being and the childminder monitors them closely whilst they are asleep. Children are developing many skills to manage their own hygiene and personal needs with encouragement and support from the childminder. For example, they use a step stool in the bathroom, which enables them to independently wash their own hands. They use individual towels for hand drying, which further helps to protect them from the risk of cross infection. Children follow prompts on a poster in the bathroom, which reminds them, to flush the toilet and wash their hands.

The childminder helps children to feel and keep safe. For example, on outings in the local community the childminder supports children to understand through active learning experiences how to keep themselves safe. For example, when walking to and from the local school or to local amenities the childminder introduces children to concepts of when and where it is safe to cross the road. Children practise fire evacuation procedures regularly with the childminder to ensure that individual children are aware of the procedure to follow in the event of an emergency. The childminder also discusses any

issues regarding the fire practices with the children's parents. This enables parents to reinforce safety messages to children at home.

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

Children's safeguarding needs are met exceptionally well by the childminder. She demonstrates a comprehensive understanding of her responsibilities regarding safeguarding particularly with regards to recording and reporting any concerns relating to child protection. Clear policies and procedures demonstrate her commitment towards safeguarding the children in her care. For example, she has recently reviewed and amended her written safeguarding policy to include the use of cameras and mobile phones in her setting. The childminder clearly supports children to feel and keep safe. She has highly effective written risk assessments in place which she reviews periodically to ensure that hazards are identified to minimise risks to children. The home setting is extremely safe and secure and systems are in place to ensure that children cannot access areas that may pose a hazard or leave the premises unsupervised. For example, a safety gate at the entrance to the lounge restricts access to the stairs, kitchen and front door.

The childminder demonstrates an exceptionally strong commitment to developing her practice. She liaises closely with her childminding mentor and uses her mentor's expertise to review her practice and keep up to date with any changes. She is extremely effective in how she monitors and evaluates the quality of her provision and is very eager to continue improving her service. As part of her reflective practice she embraces the views of parent/carers and children when evaluating her provision. The childminder has an extensive understanding of her responsibilities to meet the revised Early Years Foundation Stage requirements. She has really embraced the recent changes and made changes to her provision to complement these changes. For example, she has altered her observation and assessment systems to take account of the changes to the areas of learning. In addition, she recently made her own sensory bottles with different fillings such as coffee beans, sand and charcoal. She uses her new innovative resources to develop children's sensory skills.

The childminder has a clear understanding of the importance of building links with other settings and initiates these as and when required. For example, she has established links with teachers at schools where children attend and is keen to initiate links with other early years settings as the need arise. Her competent understanding of the importance of these links provides consistency of care in meeting children's care and learning needs and supports working parents.

The childminder works extremely closely in partnership with parents and this meets the individual needs of children attending her setting exceptionally well. She demonstrates a comprehensive understanding of each child's unique needs and is extremely responsive to individual characters and requirements. The childminder has detailed information on child record forms of individual requirements including medical, religious and linguistic needs. The childminder provides extensive information to parents about her service and how she

will support their child to progress within the Early Years Framework. As a result, children receive extremely good continuity of care between home and the childminding setting.

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	EY447297
Local authority	Kent
Inspection number	799588
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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