

<b>Inspection date</b>	07/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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 has a very calm and professional approach that effectively supports children's confidence and self esteem.
- Children's individual learning needs are met well due to the childminder knowing the children extremely well and her effective systems to observe, assess and plan for their ongoing development.
- Children play in a clean and safe environment where they learn to keep themselves safe through daily routines and activities.
- The childminder has strong partnerships with parents who feel reassured by the positive care that their children receive.

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

- The childminder has not fully considered different strategies to support some children's speech and language.
- The childminder does not always encourage parents to share the achievements children make at home to help monitor and assess children's continuous development.

## 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 three early years children during the inspection.
- The inspector looked at children's assessment records and planning information and these were discussed with the childminder.
- The inspector looked at all available documentation as part of the inspection process.
- Ongoing discussion and joint observations with the childminder took place throughout the visit.

## Inspector

Claire Parnell

## Full Report

### Information about the setting

The childminder registered in 2010. She lives with her husband and primary school aged child in a residential area of East Malling, near Maidstone, Kent. The whole of the childminder's home is used for childminding. She has a dog. The childminder currently cares for five children in the early years age range on a part time basis. She also offers

care to school aged children. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level three Early Years qualification.

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

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

- develop further strategies to encourage parents to support and share information about their children's learning and development at home
- introduce a variety of communication strategies to further support children's language such as pictorial guides and photographs.

### **Inspection judgements**

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

Children are making good progress in their learning and development due to the childminder's clear knowledge of child development and her effective systems to support their individual learning needs. Children's ongoing development is assessed, planned for and observed using a very thorough system that links their achievements to the areas and stages of learning within the Early Years Foundation Stage. The childminder knows the children extremely well and cleverly changes her practice for each child during the same activity to challenge and motivate each child in turn. The childminder uses 'Unique Stories' to assess children's development regularly and shares these with both parents and other settings. Parents give information about their children's development as part of this assessment. However, parents are not always encouraged to share weekly achievements from home through their child's learning journal for the childminder to use to further track their child's ongoing progress.

Young children are gaining good skills at interacting with both the childminder and their peers. They are confident to explore and choose their own activities without asking for help from the childminder. Some children use complex language to express themselves through play and in conversations with the childminder. She extends their vocabulary by introducing new words into their conversation and encourages them to use them in their speech. They listen intently to instructions and carry them out confidently and effectively. However, some children's speech and communication skills are not always actively encouraged as much as others due to their limited levels of communication and the enthusiasm of other children to lead the play. Children have a keen interest in

mathematical aspects during play. They problem solve by calculating if they are the same height as the table and use mathematical language such as 'long' and 'tall' throughout their play. Children are encouraged to explore malleable material to enhance their senses. The childminder provides tools for children to extend their creative skills. For example, all three children present have a tray of flour to explore, more able children are given tools to scoop, fill cups with and make castles. Other children are encouraged to delve their hands in, feel the flour falling through their fingers and explore the textures and the results of patting it with their hands. Some children who are less adventurous with messy activities are left to explore the flour with their fingers and to scoop the flour up exploring the mathematical elements of play, therefore building up their confidence to explore further next time. Children are developing knowledge of the written word by finding their names on their pegs for their towels and listening intently to stories, pointing to pictures and words in books that they look at together.

Children have access to a wide range of resources and activities that promotes all areas of learning but especially imaginative play. The childminder encourages the use of small world experiences such as farms, cars and garages to help children play out real life experiences and fantasy play. The childminder has a natural skill for encouraging children to play in a calm environment and entices children to use other resources to extend their play. For example, children are reminded that the small world house is in the play room and can be added to the farm and the garage in their play. All the activities and experiences offered by the childminder help children to develop skills for the future.

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

Children show a great fondness towards the childminder, due to her caring approach to their individual needs. They show confidence and independence to explore their play environment and have close relationships towards each other. The childminder provides the children with constant support and guidance as she is always to hand during children's play but is carefully not to lead their play. Children's behaviour is exemplary. The childminder provides children with consistent and stable explanations to help them to understand the impact of their actions and how to keep themselves and others safe. They show care for each other. For example, when playing in the tent, she reminds children to be careful of each other, so two children leave the tent to allow one the space to play to his satisfaction. The childminder is a very positive role model to children using positive action and language when encouraging them in their play.

Children have daily activities to promote their physical development. They visit local parks, orchards, play centres and woodlands to explore the outside environment and to gain fresh air and exercise. The childminder plans these events on a daily basis each morning to support children's movement as well as encouraging more quiet and concentrated activities in the afternoon. Children also develop good physical skills when handling smaller equipment such as tools, manipulating their use for a purpose and gaining dexterity and movement. Children have a good understanding about healthy eating and good hygiene practices. Each child can help themselves to water and is offered additional drinks at snack and meal times. They eat fruit at snack time and are encouraged to

prepare it themselves. For example, young children are given a satsuma to peel. They are offered foods that they prefer but are encouraged to try new tastes as well. Children are encouraged to use the toilet themselves and are reminded of the task of hand washing afterwards by using the soap and their own towel to prevent cross infection. Younger children's nappies are changed using good practices where aprons are worn, the childminder's and the child's hands are washed afterwards and nappies disposed of immediately. This all helps to promote each child's healthy lifestyle.

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

The childminder understands her responsibility to safeguard the welfare of the children. She has up to date knowledge and understanding of child protection matters and knows the procedures to follow if she has a concern about a child in her care. The childminder completes thorough checks and implements effective procedures to provide a safe and clean environment for children's play. Daily checks are carried out to identify any hazards both indoors and outdoors and a cleaning rota is used to make sure all the equipment and resources are clean and safe for children's use. The childminder carries out effective fire evacuation practices with all the children, records these and make changes where necessary to keep children safe in the event of an emergency. The childminder has a clear understanding of how to deal with accidents and injuries. In additional, thorough procedures are followed through when medication is administered to children in her care. The childminder discusses safeguarding matters with parents and obtains parental consents, such as for outings, to safeguard the children.

The childminder has a high commitment to continuous improvement. She has completed her level three diploma in Early Years and has kept her knowledge up to date in safeguarding practices and first aid. She has also attended local workshops to update her knowledge of observational skills and, food hygiene amongst others. The childminder confidently describes her strengths within her service and also identifies areas that she wants to improve. The childminder effectively evaluates and reflects on her practice, making changes where it is needed to improve children's experiences and quality of care and development.

The childminder has very positive partnerships with parents and other settings. She communicates effectively with parents, both verbally and in writing. Each child has a daily journal which includes everything about their day, from the food they have eaten to any achievements and which area of learning these link to. Parents make very positive comments about the childminder's service and express their reassurance in her care of their children. The childminder actively supports parents by helping them to understand information from schools and other settings and advising them on suitable activities to promote children's understanding of diversity and equality. The childminder also works closely with other settings such as preschools to provide continuous practice for individual children in her care. She takes into consideration other professionals that are involved in the care of children and uses their information to support parents and the children's

development.

### 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>	EY411623
<b>Local authority</b>	Kent
<b>Inspection number</b>	725141
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

