

Inspection date	11/01/2013
Previous inspection date	14/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 benefit from extremely secure and warm relationships with the childminder that enable them to feel safe and at ease in her care.
- The childminder provides a welcoming environment for children and provides familiar resources and activities that help them to settle in quickly.
- Partnerships with parents are a key strength. Parents feel enormously included in their children's learning. Children benefit greatly from seeing extremely secure and trusting three way relationships between parent and childminder.
- Children make good progress in their learning and development as the childminder interacts well with them in their play.

It is not yet outstanding because

- Self-evaluation does not yet fully set challenging targets for improvements to strive towards excellence.

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 activities in the indoor ground floor play areas, and at an outdoor playground. The inspector also observed equipment and resources available for the children to support the activities provided.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress, and a range of other documentation

Inspector

Carly Reigler

Full Report

Information about the setting

The childminder registered in 1984. She lives with her husband and two children in Maidstone. Most of the ground floor is used for childminding, and a fully enclosed back garden is available for outdoor activities. The childminder is registered on the Early Years

Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has three children on roll, with two in the early years age group. She is also registered to provide overnight care. The childminder holds a level 3 qualification and is an accredited member of the Mid Kent childminder's network. She takes children on regular outings to local play areas and places of interest.

What the setting needs to do to improve further

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

- develop self-evaluation systems further to ensure challenging targets are fully set for improvements to the setting that will support excellent practice.

Inspection judgements

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

Children thoroughly enjoy their time with the childminder who encourages them to become enthusiastic and motivated learners. They benefit from a stimulating environment in which they are able to make choices and access resources freely. The childminder recognises and meets the children's needs well and is consequently able to offer individualised learning for every child. The childminder is fully aware that children learn through play and takes opportunities to extend this when appropriate for example through interaction in their freely chosen play. The childminder uses information gained from parents and her observations to understand and consider each child's stage of development. Parents are invited to contribute to children's daily diaries and learning journals. The childminder offers a good mix of adult directed and child initiated activities. Strong partnerships with parents ensure that clear targets are identified for children for whom English is an additional language to ensure that their continued progress is effectively supported.

Children's communication skills and confidence are successfully supported by the childminder. They giggle as they join in with the actions of a variety of songs and nursery rhymes that the childminder sings throughout the day. Regular visits to the local library helps children develop a love of books and reading. Babies and toddlers enjoy exploring natural resources, such as bark, metal spoons, fabric and shells, therefore developing their senses as they touch, see and smell.

Babies are encouraged to develop strong physical skills, as they learn to sit and crawl. The outdoor area provides lots of space for children to swing and climb, and bounce on the

trampoline. The childminder makes good use of local facilities such as recreational areas, which further promotes physical play. Children develop an understanding of number and mathematical concepts as the childminder supports their growing understanding as they play, for example by singing simple number rhymes with very young children. Children enjoy expressing themselves creatively through music, playdough and messy play activities.

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

This is a very well-resourced and highly welcoming provision. Activities both indoors and outside support children's all-round development and their emotional well-being. Children are greatly encouraged to develop their growing independence and cooperation for example by hanging up their coat and taking off their shoes when they arrive. Children are extremely familiar with routines. Their behaviour is exceptionally good. They enjoy each other's company and celebrate each other's achievements. Children have their own wash baskets in the bathroom, which hold individual cloths, toothbrushes and toothpaste. The childminder promotes excellent hygiene procedures through unvarying role modelling, for example by washing her hands consistently and effectively and by brushing her own teeth after meals.

Older children have been in the care of the childminder as babies, so long-term close relationships are formed. The childminder is knowledgeable about children's individual needs and unique characteristics. For example, she recognises when a child is getting tired or needs reassurance with a cuddle. Children's paintings and craft work are carefully displayed at child height, helping to boost children's self-esteem as their work and achievements are appreciated by the childminder. The childminder is an excellent role model because she treats the children with respect. Children are taught to be safety conscious through discussions about safety and are shown how to adopt safe and responsible practices through everyday routines. For example, the childminder reinforces the importance of always using the lollipop lady to cross the road outside of the school. An emergency evacuation plan has been regularly practised and evaluated with the children, and the childminder has solid relationships with two nearby emergency back-up childminders. All visitors sign in and out, and children's attendance is also diligently recorded.

Children are very well supported in learning what it is to be healthy. They develop highly positive attitudes towards being active as they participate in outdoor activities, such as regular trips to children's parks, where they enjoy playing on the swings or the slide. The childminder helps children to gain a clear understanding of the importance of a healthy diet by offering healthy choices and encouraging children to drink regularly.

The childminder works exceptionally closely with parents and children in partnership with other settings and schools. For example, she attends meetings with the teachers with the parents. This provides children with continuity and helps develop stability and confidence, particularly when they start school.

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

The childminder's excellent knowledge of the safeguarding and welfare requirements means children's safety is well promoted. She understands her responsibilities with regard to child protection and has the necessary training and documentary support in place. She implements effective policies and robust checking systems to ensure the environment is safe and clean for children. The childminder is secure in her understanding of the learning and development requirements, and plans for individual children's progress across the breadth of the seven areas of learning.

Partnership with parents is a key strength. Close liaison with parents ensures that children's individual needs and well-being are an utmost priority for the childminder. Parents and children are actively encouraged to visit her as many times as they wish before enrolment. She provides parents with a copy of all her policies and procedures and takes time to gather as much information about the children as she can. Parents are provided with a daily diary detailing their child's day, which parents contribute to. The childminder actively seeks the views of parents as part of the evaluation process and values their feedback. Parents speak very highly of the childminder stating she has an obvious passion for looking after children and that she goes beyond their childminding expectations. Her flexibility and wealth of knowledge is much valued.

The childminder has an effective system in place to evaluate her provision. She creates action plans that identify actions for improvements for the future, although these need further development and updating. The childminder has good partnerships with the local authority and local schools, and attends the local childminding group on a regular basis, where she can access support and exchange ideas. She access training where available and is keen to keep her knowledge up to date. The childminder demonstrates a good capacity for 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

Unique reference number	125646
Local authority	Kent
Inspection number	895506
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6

Number of children on roll	3
Name of provider	
Date of previous inspection	14/06/2011
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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