

Inspection date

Previous inspection date

22/01/2013

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 completes a thorough record of observations and assessments of children in the early years age group to help plan effectively for the next steps in the children's learning.
- The childminder plans a good variety of very well adapted activities to suit children's interests and makes learning fun.
- Children have good opportunities to engage in energetic play and daily exercise when they walk or scoot to school and back. This supports their understanding of healthy routines and lifestyles.
- The childminder has a good relationship with the school children attend. She uses her knowledge to support and enhance their achievements while in her care.

It is not yet outstanding because

- The childminder does not share her records of observation and assessments with parents and has not fully shared how she uses the Early Years Foundation Stage to support children's development and learning.

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 both inside and out-of-doors.
- The inspector sampled children's information and development records.
- The inspector took account of the views of parents through telephone discussion.

Inspector

Susan Scott

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in the Weaving area of Maidstone, Kent. The ground floor of the home is used for childminding and the enclosed back garden is available for outdoor activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for nine children and one of these is in the early years age group.

What the setting needs to do to improve further

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

- Develop the systems for sharing information and written records about children's learning and development with parents and carers.

Inspection judgements

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

The childminder uses good teaching techniques. For example, she organises activities and resources that 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. The childminder encourages children to discuss the experiences they have at school. She prepares activities that are fun and that support children's learning in other settings they attend. The records of children's development note and reflect on-going good progress. The childminder establishes what children can do when they first start through her own observations and discussions with parents. Parents receive useful verbal information about their children's progress. The childminder records children's achievements. She has not shared these records with parents yet to obtain feedback to promote consistency in supporting children's overall development.

The childminder plans children's experiences to cover all areas of their learning, and ensures that these experiences are achievable and enjoyable. She adapts activities well to suit children's individual needs and abilities. For instance, all the children can explore the map of the United Kingdom on the wall and answer the questions that quiz them on names of towns, counties and places. This leads on to other discussions about distances and builds upon children's understanding of the world.

Children are keen to explore the resources and activities provided by the childminder. They arrive happily and enjoy the opportunities to choose toys and activities. They enjoy the option to play outside in the front garden, particularly since it has snowed recently. They actively build upon their physical skills when they make snowballs and aim carefully. They increase their vocabulary from the childminders instructions and explanations of terms such as 'torso' and are reminded about their own and the safety of others when taking aim. Children enjoy keeping fit and healthy as the childminder walks with them to school and back again, and enables them to use the scooters. This helps children refine their coordination and control and enables them to take responsibility for their own safety

by adhering to the boundaries set by the childminder, so that they remain within a safe distance.

Children enjoy a varied assortment of activities and experiences to interest them. For example, they collect autumn leaves and make these into collages, learning about the changing seasons as they do so. These are displayed and provide an opportunity to show their parents what they achieved. Children benefit from the discussions they have with each other and the childminder. They are keen to talk about different types of dinosaurs, naming and describing the different ones that they know, which develops their communication and language skills successfully. Children can freely access a variety of books provided for their reference and enjoyment. They like to play with the toy castle and the knights, which promote their imaginative play.

Children develop their understanding of numbers and letters by playing games when they travel to school. They answer simple questions about what they can see. The childminder skilfully builds upon children's knowledge and understanding by challenging them to spot when she deliberately gives wrong information so that children can correct her. They are keen to explore the igloo made by the childminder's own children and the childminder asks them to describe what it is like inside this.

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, gently reminding them to share and behave nicely towards each other. For example, when they throw snowballs she reminds them not to hurt each other. They are cooperative because of the good support provided for them. The childminder makes sure each child has their individual needs met. She provides very clear guidance and acts as a positive role model for them. This helps children get on well and enjoy each other's company.

Children have a good understanding of a healthy diet from eating fresh fruit for their snacks and talking about foods that are healthy and those that are not. They enjoy their snack sitting at the table together. Some children have a cooked meal, which the childminder prepares from fresh foods. They are able to support their own good health by using individual towels after they have washed their hands before their snack. These routines maintain their health and promote their self-care and independence.

The childminder shows she positively values children's contributions by displaying the pictures they have made. She also uses a map of the United Kingdom to challenge them to a quiz, which supports their school work. Each child is keen to answer the brief questions about what county a given town is in. There is a clear sense of achievement when children get the answers right. The childminder is supportive and encouraging, providing clues when needed so that children can all feel a sense of achievement by

getting the correct answers. Children form a strong bond with her and feel secure as she understands their needs and makes sure they are happy in her care.

Children learn to keep themselves safe when they are out and respond to expectations expressed by the childminder. They learn to take care of themselves and others, develop social skills and confidence and are interested in their activities. As a result children are building upon the skills and attitudes that underpin the expectations in school.

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

The childminder has a good understanding of her responsibility to ensure that she effectively manages the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains comprehensive and very clear documentation, which supports the safe and efficient management of her setting. She helps ensure the safety and well-being of children, which is supported through written risk assessment procedures. Children are able to play safely whether they are inside the home or out. The childminder encourages their independence but makes children aware of safe boundaries. For example, by ensuring children know how far ahead they can walk or scoot on the way home from school. This promotes their understanding of keeping safe. The childminder has a secure understanding of her role in child protection.

The childminder uses self-evaluation to pinpoint her strengths and areas to improve. She uses this to monitor the development of her practice. She is continuing to develop her knowledge and skills to promote better outcomes for children. She is keen to attend relevant training opportunities. Children are very happy within her care and benefit from an interesting range of play and learning experiences, which are well organised and thoughtfully planned. The childminder promotes children's learning by preparing activities that they enjoy and thinking up challenges that support their school experiences. Her assessment systems are good. Positive working relationships with parents enable her to judge children's progress effectively. However, systems for recording information about children's development have not been shared or fully discussed with parents yet so they have not been able to contribute to these.

Children benefit from positive partnerships with parents, which support the good care and education that is offered to children. Parents receive verbal information about daily events, activities and their children's achievements. Parents of children in the early years age group express genuine appreciation for the childminder and her skills. Parents notice the childminder's ability to make children feel happy and settle in well and the warm welcome she extends to families. They are impressed with the way she has supported children's development although the records of progress have not been shared with them yet. The childminder has good links with other settings that children attend, such as the school. This enables her to support and supplement children's play and learning.

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	EY447945
Local authority	Kent
Inspection number	804150
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
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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