

Inspection date

22/01/2013

Previous inspection date

01/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children's progress across all areas of learning from their starting points is good, as a result of the childminder's skilled teaching and interaction.
- Activities challenge and motivate children, so they are interested and keen to learn.
- The childminder's clear view of her strengths and areas for development enable her to continuously improve her provision, and maintain high standards.
- Parents receive informative details of what their child has achieved each day. They express positive and enthusiastic views about the care of their children.

It is not yet outstanding because

- although the childminder is very able to identify areas where children need support, communication with parents and other providers is inconsistent in this area.
- activities and resources are exciting and varied, but children do not always access and explore them spontaneously due to the display and storage of toys.

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 children indoors and outside in the snow.
- The inspector discussed the childminding provision with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the settings own parent survey.
- The inspector scrutinised relevant supporting documentation.

Inspector

Cilla Mullane

Full Report

Information about the setting

The childminder registered in 2006. She lives with her partner and three children in the Penenden Heath area of Maidstone. The whole ground floor of the property is used for

childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and currently cares for four children in this age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder is located within easy reach of local schools, pre-schools, shops and the park.

What the setting needs to do to improve further

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

- develop further the partnerships with other settings attended by the children and with parents to improve continuity of learning and to ensure all have the same priorities
- improve the play and learning environment by keeping significant resources available, and by arranging space and resources flexibly so children can explore, build, move and role play.

Inspection judgements

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

The educational programme is well planned, varied and exciting, and activities encompass all areas of learning. Clear assessments of children's progress demonstrate that they are achieving well across all areas of learning from their starting points. Effective monitoring of children's progress enables the childminder to support children in areas where they need extra help. Thus she narrows gaps in children's progress, so children all reach their potential.

Pre-school children are able to match letters with sounds, and write the first letters of their names, and so are starting to gain skills for reading and writing. They competently name difficult shapes such as 'rectangle'. Younger children count well, finding five bears in a puzzle. Children are creative and come in from the snow keen to make snowmen pictures. The childminder has resources ready and they carefully design pictures, sticking cotton wool and eyes to represent snowmen. They think about the natural world and basic science and are fascinated to find that snow brought indoors has turned to water when they return home later.

Teaching techniques are good, so children are interested and motivated. The childminder has plans for the day, but is flexible to the children's interests and follows their lead. She keeps story sacks for another day, when it snows and children are keen to get outside. She goes along with children's suggestions, for example, filling the sledge with snowballs. Her questioning techniques are good, and children are encouraged, with open ended questions, to solve problems and chat about what they see and feel. For example, chatting about the snowman being bigger than them, and how the snow feels in their hands.

Children benefit from a spacious environment, including a dedicated playroom, with toys which reflect their interests and ages. Therefore they are free to access resources and move around the setting, and they do this enthusiastically with the childminder's support. However, storage is a little uninviting, so sometimes their interest in exploring the toy boxes independently is limited, and they do not make the most of opportunities to select toys and initiate their own play and learning.

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

Children show enthusiasm for learning, and look back at the pictures and photographs in their learning journeys with excitement. They remember the occasion when they painted their hands and made prints, and discuss how they made Christmas decorations. The childminder's sensitive interaction helps children to feel safe in her care. She asks them how they feel, and shows she cares. She successfully fosters a feeling of inclusion and belonging in the setting. Children stick their photos and names on the playroom wall daily. They are confident to approach the childminder for help and conversation, demonstrating a trusting relationship.

Children learn about a healthy lifestyle. Food offered is nutritious, and children are encouraged to make healthy choices. The childminder makes the most of opportunities to chat about good health, for example, with discussion that milk is good for bone growth. Parents express their satisfaction that children receive many of their 'five a day fruit and vegetables' with the childminder. Children use the play park opposite the house well, and indoors they practise physical skills such as catching a soft ball, and star jumps.

Children's self-esteem is good, which encourages them to persevere and succeed. They jump up and down when they successfully complete a difficult puzzle, and exclaim 'ta-dah!' when they finish their pictures. Frequent praise from the childminder shows them their successes and contributions are valued.

Pre-school children are well prepared for their transition to school, equipped with the skills they will need. They are confident and independent, and keen to learn. They have good communication skills and are starting to link sounds to the written word.

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

The childminder meets the safeguarding and welfare requirements of the Early Years Foundation Stage to a good standard. She has a good knowledge of local procedures to safeguard children, enabling her to act promptly and correctly with concerns. Adults in the home have had their suitability to work with children checked. Effective risk assessments ensure that the home is safe. Therefore children can move around freely and use the toilet independently.

The childminder's good ability to assess her own strengths and weaknesses results in ongoing and consistent improvements to her practice and provision. Since registration, she has developed her practice continually by for example, attending training and gaining a childcare qualification. Her planned areas for improvement are relevant and challenging. For example, she intends to improve parents' questionnaires so that they are individual to each family, so that she can better meet their individual needs.

The childminder does not always link effectively with other settings attended by the children. She finds out about their general well-being from parents, but does not know in detail what they feel children do well or where they may need more support. This has an impact on their continuity of learning. However, her good awareness of each child's progress in her own setting enables her to address any gaps in learning promptly. Parents particularly appreciate how well she considers and meets children's individual needs. They are happy that the children take part in a wide variety of enjoyable activities, and make good progress in their learning. They feel that food is nutritious. Their children love going to the childminder, and come home happy and exhausted. Contact books are used to good effect to inform parents of all aspects of children's care, especially achievements and special moments, such as their pride when accomplishing a difficult puzzle.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY334339
Local authority	Kent
Inspection number	815145
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	01/10/2008
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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