

Inspection date

Previous inspection date

28/01/2013

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 has a good understanding of how children learn, and is skilled at talking to and challenging children, building their confidence, and encouraging them to question and think.
- Activities are well planned in response to children's interests. Resources are prepared well and so children gain the maximum enjoyment and make the most of learning experiences.
- Children show pleasure and fascination as they experiment, frequently laughing out loud at successes and achievements.
- Parents express satisfaction with the childminder's professionalism, their children's happiness and progress, and the quality of activities.

It is not yet outstanding because

- The role play area is not inviting and exciting to encourage children to pretend and use their imaginations, and there are few resources which help children learn about people who are different from themselves.
- Although partnerships with parents are generally good, the childminder does not have a secure system to find out what children like doing at home, or what they have achieved at home. This slightly limits her ability to provide consistency of care 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 the childminder interacting with children.
- The inspector discussed the childminding provision with the childminder.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers.
- The inspector scrutinized relevant supporting documentation.

Inspector

Cilla Mullane

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and two school aged children in Deal, Kent. The whole ground floor of the childminder's house is used for childminding. A bathroom is on the ground floor and there is a secured garden for outside

play.

The childminder is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age group.

The childminder walks or drives to the local school and pre-school to take and collect children.

She attends the local toddler group and childminding group. The childminder holds a childcare qualification and manages a pre-school.

What the setting needs to do to improve further

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

- provide an exciting role play area which includes resources which reflect diversity in society, children's family lives and communities, to broaden children's knowledge and to reflect an inclusive ethos
- develop systems to enable parents to share information about their children's latest interests and achievements, for example, by contributing regularly to the records in their 'learning journeys', to promote consistency of care and learning

Inspection judgements

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

The childminder provides good quality activities across all the areas of learning. Her good ability to observe children's play and learning and assess how well they are progressing enables her to plan well for the next steps in their learning. As a result, all children make good progress from their starting points.

Activities are very well planned. The childminder's teaching techniques challenge and interest children. Activities develop according to children's interests. An activity which begins with an experiment to see what happens to daffodils' petals when they are placed in red water leads to children writing the first letters of their names in paint on the table. Children are encouraged to think about how they will transfer the coloured water to the vase, and discuss what colour the daffodils might turn when they have sucked up the red water. As a result, children are confident to experiment, and fascinated by the results.

They are delighted when they master techniques, such as using the dropper, and frequently laugh out loud at unexpected events, such as the dropper sticking out the end of the funnel.

Children's progress across all areas of learning is good. Pre-school children count their fingers accurately as they make hand prints on the table. They solve problems independently, working out how to transfer water to the vase, and quickly become adept at using the dropper to achieve this. They blow bubbles and describe a circle shape. They discuss the natural world, talking about growth and decay. Their vocabulary increases describing dead daffodils as 'crunchy', and they know that flowers need water and light to thrive.

Overall, the environment is well resourced, with good thought given to providing challenging activities suited to children's interests or needs. The childminder also recognises the importance of children being able to relax after a busy morning at pre-school. Activities are especially well planned. For example, paints are ready so children can represent the vase of daffodils, and they then use these to delightedly make bubbles and hand prints on the table. However, the environment does not include a well-resourced role play area which children can use in open ended ways, making up their own settings and scenarios. Furthermore, resources which help children learn about different types of people and life in other countries are not plentiful.

Letters from parents show that they are impressed with the childminder's professionalism and flexibility. They are reassured that their children have strong relationships with the childminder. They feel that the quality of activities and resources are excellent, which results in their children making good progress and enjoying their time with the childminder. Parents comment that their children always come home with a painting or drawing which they are proud of. This shows that children are enjoying their play and learning experiences, and taking pride in their 'work'. The childminder and parents chat frequently to exchange information about children's care and learning. Sometimes this incidental exchange of information enables the childminder to provide experiences consistent to what happens at home. However, there are no clear systems in place for parents to keep the childminder up to date with children's latest interests and favourite toys. This slightly limits consistency between home and the childminder's setting.

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

Children demonstrate that they understand how to keep themselves safe. They know that if they hear someone at the front door, they need to wait for a grown up to answer it. When they are out and about they are aware that they should hold hands and use their ears to listen for cars as they cross the road. The childminder's commentary during everyday activities draws children's attention to thinking about safety. When children place the daffodil vase near to the edge of the table the childminder encourages them to consider what might happen if it falls off. Children comment that they might cut their fingers if it breaks. Children frequently show that they feel safe in the childminder's care. They sit on her lap for activities, and approach her for cuddles if tired or unsure,

demonstrating that they enjoy a secure and trusting relationship with her.

Children learn to eat healthily, making healthy choices. The childminder asks them to choose from the fruit bowl on the side. They choose bananas, and are offered cheese, and this turns into a fun activity as they liken banana peel to flowers' petals. They use their imaginations to make faces with the peel and the red wax from the cheese. The childminder brings children home for the afternoons from the pre-school which she manages, and where they have plenty of opportunities to play and practise physical skills in the fresh air. In addition, they have access to her large garden, for example, to feed the fish. They also visit local parks. Their physical development is therefore good and well supported.

Children are learning the skills which they will need for school. They show high levels of interest and concentration and are enthusiastic and active learners. They are inquisitive and confident to experiment and find solutions to problems.

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

The childminder risk assesses effectively and her record of actions taken as a result shows that she maintains safe premises well. As the premises are safe and secure children can initiate their own play safely, for example, moving the very long tunnel so it leads out into the hallway. The childminder keeps her knowledge of child protection issues and procedures up to date, in her role as pre-school manager, and has current information to which she can refer.

The childminder is professional and has a positive attitude to developing her practice and knowledge. In her role as supervisor of a pre-school she has attended relevant short courses and she has gained a childcare qualification. The childminder's good ability to look critically at her practice enables her to plan improvements which are challenging and relevant and improve outcomes for children and their families. For example, she plans to help children to understand and express their feelings, and learn about sociable behaviour, by finding age appropriate books to read and discuss with children.

As children attend the childminder following their morning session at her pre-school continuity of care and learning is good. She obviously has a good awareness of the morning's activities and children's wellbeing and mood. However, she builds on this well to further support children by meeting regularly with children's key persons from the pre-school to go through both their assessments. This ensures that they both have a good awareness of children's interests and level of progress and helps to ensure that any gaps in learning are noticed and addressed.

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
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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	EY440190
Local authority	Kent
Inspection number	810132
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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