

Inspection date	28/01/2013
Previous inspection date	06/10/2009

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

- The childminder is very caring and supportive to the children. This results in children being content, settled and happy in her care.
- Children make good progress in their learning and development as the childminder interacts well with them as they play.
- 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 does not always encourage parents to share the achievements children make at home to help monitor and assess children's continuous development.
- Children do not always have the opportunity to explore their own creative ideas.

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 spent time observing interaction between the children and the childminder.
- The childminder was invited to seek the written views of parents through questionnaires to share with the inspector.
- The inspector spent time looking at documentation and the childminder's policies and procedures.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2002. She lives with her partner and three children in Pembury, Kent. The childminder mainly uses the ground floor for childminding purposes, including a dedicated playroom, and there is an enclosed garden available for outdoor play. The family has a pet cat and a tortoise.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group, on a part-time basis. She also offers care to older children aged up to 11 years. The childminder attends the local parent/toddler group.

What the setting needs to do to improve further

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

- extend opportunities for children to use their own ideas and imagination while participating in a wider range of creative activities.
- develop further strategies to encourage parents to support and share information about their children's learning and development at home.

Inspection judgements

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

The childminder has effective observation and assessment systems that enable her to successfully identify the next steps in each child's learning and development. She then plans and provides fun activities that help each individual child to continue to make progress. The childminder relates well to children and is skilled at promoting their learning through play. As a result, children make good progress towards the early learning goals in relation to their starting points. They develop the skills they need to help their future learning.

The childminder uses a learning journey 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 achievements from home through their child's files for the childminder to use to further track their child's ongoing progress. The childminder is extending her ongoing assessments to include a robust progress check for two-year-olds.

The childminder makes sure that she provides resources and activities that reflect a child's interests and meet their needs. This means that children enjoy their play and become absorbed in activities. Children thoroughly enjoy playing with play dough, asking the childminder questions about how cutters and shapes can be used. They show good coordination and control as they use the different coloured dough as it is pushed through the toy ice-cream machine. Pictures on display show children explore the varied art and

craft activities the childminder provides. Occasionally, the childminder provides children with ready-made ideas, rather than challenging them to explore concepts and ideas of their own, especially with creative activities.

Children are beginning to use mathematical language in their play. They talk about the 'big doll' or the 'small grape'. They count the number of play dough worms they have made or how many pieces of orange are left in their bowl at snack time. Children are able to name familiar two dimensional shapes, such as a square, triangle and circle. In addition, children use books to support the naming of shapes and counting. Books are easily accessible and children have regular opportunities to use the library and choose books that interest them. Some labels are in use around the home, for example on storage boxes. This supports the children's recognition that words carry meaning.

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

Children are settled and secure as they have developed warm relationships with the childminder. This is due to the childminder seeking good information from parents about children's routines and personal attributes. Children are able to access a good range of toys and resources that are suitable for their age and stage of development. The childminder provides a safe, stimulating environment, with a good range of toys both indoors and outdoors to support children's learning and development.

Children are well behaved and the childminder fosters their self-esteem well. She sits with them to provide encouragement. For example, children use the tea set and play food to make meals for the childminder. She praises their success when they try to identify the different vegetables correctly. Children are developing a sense of belonging in the community. This is because they visit local places of interest and different groups. Children develop social relationships with other people and develop an understanding of the world around them. This results in children who are gaining good skills and attitudes to support and underpin the expectations at school.

The childminder acts as a good role model to support children's understanding of maintaining a healthy lifestyle. Consistent routines, such as hand washing before eating and after nappy changing, support children's health and well-being. The childminder uses mealtimes to help children understand about healthy eating. She also ensures that children have access to their drinks at all times. The childminder plans daily activities so that children have opportunities to be out in the fresh air and enjoy the benefits of physical activity. They are beginning to learn about safety as the childminder encourages them to help put toys away when they are finished to reduce tripping hazards. Simple house rules, such as not climbing on the furniture, also support the children to keep themselves safe.

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

This childminder demonstrates her commitment towards promoting the learning and development and welfare of children. This is because she has a good knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage, including the safeguarding and welfare requirements. The childminder has a good range of written policies and procedures to share with parents so that they know about her responsibilities. All the required documentation is efficiently organised. This means that children are cared for in line with parents' wishes. Parents share positive feedback about the childminder. They are happy with the care she provides. They feel very well informed about their child's day as they receive written and verbal information on a daily basis. They also comment that children make good progress and attend different groups to widen their interaction with other children.

The childminder has a good commitment to improving her service. She has completed a written self-assessment to review practice, based on the needs of children. As a result, structured routines are in place to help meet their needs effectively and plan for improvements. The childminder uses parent questionnaires and receives information from different organisations. This means that her knowledge reflects current practice and shows her capacity to drive improvement.

The childminder demonstrates a good awareness of the importance of working in partnership with others to promote continuity and consistency of care. The childminder has good knowledge of child protection procedures through recent training. She has good quality literature to refer to in order to support this aim. In addition, she demonstrates good knowledge of the correct referral procedures to follow in the event of any concerns. The parents of the children she minds have written that they are made to feel very welcome and that they and their children are very happy with the service they receive. The children benefit from close links the childminder has with their school and the information she uses to ensure that all the children's care and educational needs are effectively supported.

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
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		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	EY152576
Local authority	Kent
Inspection number	814387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6

Name of provider**Date of previous inspection**

06/10/2009

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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