

<b>Inspection date</b>	31/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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 build good relationships with the childminder promoting their confidence and security.
- Children play in a safe, welcoming home. Children are well protected and their personal care needs met well.
- Children have exciting opportunities to promote their understanding of the world through the wide range of outings and activities provided.

#### **It is not yet outstanding because**

- Children are not always encouraged to practise skills in using tools effectively and safely.

## 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 majority of the inspection was spent observing the childminder interacting with the children.
- The inspector carried out joint observations with the childminder and ongoing discussion throughout the visit.
- Documents were sampled including development records.
- Safeguarding was discussed with the childminder and the policy sampled.
- Parents' views were gathered through the completed questionnaires.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her husband and one child in Whitstable, Kent, close to shops, parks, schools and public transport links. There is a fully enclosed garden for outside play. There is a step at the front and back of the house and the bathroom is on the first floor. The family has a cat.

The childminder is registered on the 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 range. The childminder collects children from the local school.

### **What the setting needs to do to improve further**

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

- extend opportunities to teach children how to use tools effectively and safely and give them opportunities to practise these skills, for example, by providing them with safety scissors to cut dough and to use in craft activities.

### **Inspection judgements**

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She obtains full information about each child from the parents when children start in her care. This information is used to plan for children's play and learning. The childminder creates interesting learning journals for the parents using her observations, with photographs and children's art work providing a pictorial aid. The childminder takes pride in producing these as a record of each child's progress. Every term the childminder arranges time to speak to the parents to share their child's journal and to give the parents the opportunity to contribute to their child's learning. The childminder places emphasis on children's communication and language skills, physical skills and their personal, social and emotional development. Children build good relationships with each other and the childminder. Consequently, children are confident and reflect good personal independence skills. The childminder talks to the children all the time about what they are doing and asks open-ended questions to extend their understanding and vocabulary. Children eagerly chat back and use gestures, such as pointing, if they do not have sufficient language.

Children enjoy a wide range of activities to stimulate their interests and provide a challenge. They show excitement at using the play dough enjoying the texture to squeeze, pull and roll. However, children are not always encouraged to practise skills in using tools effectively and safely, for example, by using safety scissors when playing with play dough and during art and craft activities.

The childminder introduces small world animals as an extension to a visit to the zoo. She helps children use the animals to make footsteps in the dough, reminding the children

when they made footprints in the snow. They go on walks in the woods collecting natural materials, such as leaves, and then use these to create pictures. This activity encourages children to use their senses of touch, smell and sight and then further develop these by art and craft activities. Good opportunities are provided for children to develop their imagination as they pretend to make lunch and cups of tea using the play kitchen. They learn about buying and selling with the greengrocer's shop, using the till and counters. This activity introduces simple number activities for the children in addition to using the specific mathematical equipment, such as the different sized bears. Children show good skills in sorting by colour and size. They use the scales and begin to learn new words such as 'heavy', 'light' and 'balance'.

Books are exceptionally well used and literacy skills are promoted. Children go on regular visits to the library to make choices of books that interest them. They enjoy looking at books independently or sharing a story with the childminder. As a result, children gain a secure understanding that print carries meaning. Children have daily opportunities to make marks using different mediums. Consequently, most children are able to hold a pencil successfully.

The childminder includes all children and has a good knowledge of their individual personalities and strengths. She works with the parents to help children that may require further support to develop in all areas. She has yet to implement the two-year progress check but has shared relevant information with the parents and has a policy in place.

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

Children settle well and demonstrate a feeling of security as they move confidently around in the childminder's home. They build secure relationships with the childminder and show their trust in her as they happily leave her side. Each child is treated as an individual and given respect and love in the homely environment. The children play well together, only needing occasional reminders about sharing and taking turns. The childminder offers lots of praise and encouragement and consequently children feel valued and gain an understanding about boundaries and house rules.

The childminder provides consistent opportunities for parents to visit when children start in her care. These good procedures are continued when children are preparing for their next move to nursery or school. Parents and the childminder work together to plan visits and activities and discuss the individual plans for each child, in preparation for the move.

Children are developing a good understanding about living a healthy lifestyle. They choose from a good range of healthy snacks and regular drinks, while learning the importance of self-care routines. Children are given a wide variety of meals for lunch and dinner, which are planned on the weekly menu. This provides parents with clear information about their child's diet and recipe cards are available for parents if they wish to repeat a certain dish. Thorough hygiene routines are in place for nappy changing, thereby ensuring cross infection is minimised.

Children learn about keeping themselves safe through play. The childminder talks to the children about the pretend cup of tea being hot and to be careful when pouring from the toy teapot. Outings provide additional opportunities for the children to learn about keeping safe. They learn how to cross the road safely, looking and listening for cars, while holding an adults hand. They attend a 'road-safety awareness' day at the local children's centre. Information from this visit is then shared with the parents to continue the children's learning at home.

Children have easy access to a good range of toys and resources. They make choices from the low-level storage containers, selecting from the books, construction or role-play toys. The resources are in good condition and well-maintained providing stimulating choices for children's all round development.

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

The childminder is caring and committed to providing a good quality service where children's individual learning and development needs are met. She understands her responsibilities and works hard to ensure each child makes good progress in their learning, with support from the parents. The childminder regularly reviews the observation records to ensure all areas of learning are being given equal consideration. She has carried out a thorough self-evaluation and has a good understanding of her strengths and areas to develop. She attends training courses on a regular basis to keep her skills updated and has recently completed an early years qualification. This demonstrates that the childminder is keen to continuously develop her provision for the benefit of the children.

The childminder has a good range of well-written policies and procedures including a safeguarding policy. She demonstrates a responsible approach to safeguarding children in her care and has attended training to update her knowledge. Comprehensive risk assessments are in place and reviewed regularly to maintain a safe environment. The childminder works hard to provide a safe place for children to play. For example, she has a special stand for children to reach the sink safely to wash their hands. The childminder operates safe procedures for the arrival and collection of the children, including the use of a password system should the need arise. All visitors to her home are expected to sign into a visitor's book and children are always supervised.

The childminder has a strong awareness of the importance of sharing information with outside professionals and other providers. She is in the process of establishing links with a local nursery and is working in partnership with the parents to support a child's move to nursery.

### **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

<b>Unique reference number</b>	EY433925
<b>Local authority</b>	Kent
<b>Inspection number</b>	774769
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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