

Inspection date

Previous inspection date

05/02/2013

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

- Children make good progress towards the early learning goals.
- Children settle quickly and develop good levels of independence as they make choices from the toys in the dedicated playroom.
- Children's communication skills develop well as the childminder encourages them to share their experiences and thoughts.
- The childminder is caring and supportive, and actively extends children's learning through the fun activities children engage in.

It is not yet outstanding because

- The childminder focuses more on children learning the alphabet rather than on the sounds of letters to help promote early reading skills.
- The childminder has not fully developed the outdoor area as an exciting learning environment where, for example, children are helped to gain an understanding of the natural world.

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 indoors and in the garden.
- The inspector looked at children's learning records and sampled other documentation.
- The inspector discussed childcare practices with the childminder.
- The inspector took account of the views of parents from letters seen at the inspection.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2011. She has a recognised child care qualification at level 2. She lives with her husband and one child in the early years age range. They live in a house in Sittingbourne, Kent near to schools, parks, shops and transport links. The whole of the ground floor and a bedroom on the first floor of the property are used for childminding. There is an enclosed garden available for outside play. The childminder has a dog and chickens.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local toddler groups on a regular basis.

What the setting needs to do to improve further

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

- extend the use of the outdoor area as a stimulating learning environment that gives opportunities for children to investigate the natural world
- extend children's literacy skills by, for example, linking sounds to letters and saying the initial sound in words.

Inspection judgements

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

The childminder works well with parents to establish children's starting points. She develops a good knowledge of children's stages of development and interests when they start with her. The childminder competently observes and assesses children with helpful input from parents. She carries out robust regular reviews of children's progress that enable her to successfully identify and address any gaps in children's learning. The childminder is currently in the process of developing a system for carrying out progress checks on children aged two years. She keeps all parents well informed about their child's achievements and actively encourages them to continue learning at home.

The childminder effectively plans suitably challenging activities that help children continue to achieve. As a result, children make good progress in the areas of learning. The childminder prepares children well for their transition to school. Children enjoy their time with the childminder. They like it when she joins in with their activities. The childminder interacts well with children and meets their needs as they play. She gives them good support and, overall, she skilfully promotes their learning. For example, children learn the alphabet song and some names of letters as they play with puzzles. However, the childminder does not always use letter sounds with children to help develop their emerging reading skills. The childminder listens and responds well to children as they talk about what they are doing. As a result, children become good communicators who talk confidently with adults and their friends. Children develop good mathematical skills. For

example, they ably count and learn to recognise numbers as they play and look at the posters on display. Children explore and investigate resources such as modelling dough. They show good coordination as they use different tools and simple technology. Children enjoy the opportunities to play in the sand in the garden. However, the childminder has not yet fully developed the outdoor area to enhance the opportunities for children to explore and investigate the natural world.

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

The childminder creates a warm, friendly and homely environment. This results in children feeling happy and secure. Children form strong emotional attachments to the childminder. They develop good levels of self-esteem as the childminder encourages them and praises their achievements. Children like the use of reward charts and eagerly talk about the smiley faces they have gained. Children behave well and readily share resources with their friends. They show an interest in others and eagerly engage in activities with them. Children show increasing levels of independence as the childminder encourages them to make choices from the easily accessible toy storage. They happily take on responsibilities such as tidying up after an activity.

The childminder makes good use of the home to support and promote children's well-being, independence and learning. Children move freely and safely around the child friendly home. The playroom is colourful, attractive, welcoming and well resourced. The childminder makes good use of the stimulating and interesting resources to challenge children and extend their learning. Children show an interest in the pictures and posters on display.

The childminder maintains a clean environment to help promote children's well-being. Children develop a good understanding of the importance of having a healthy lifestyle. They adopt good personal hygiene routines and enjoy a healthy diet. As children help to prepare meals, the childminder explains about which foods are good to eat and why. Children learn where food comes from as they grow produce in the garden to eat with their meals.

The childminder helps children develop a good awareness of how to stay safe. When they go on outings, children learn about stranger danger and how to cross roads. The childminder reminds children of the safety rules in the home and how to play with toys safely.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements. She carries out robust safety checks and competently adapts her home to help keep all children safe. She has a good knowledge and understanding of how to deal with any child protection concerns. The childminder maintains all the required

documentation in a professional and organised way. She uses these records effectively with parents to help safeguard and promote children's welfare.

The childminder shows a good understanding of how to implement the learning and development requirements effectively. She has robust systems in place that enable her to monitor the educational programme. The thorough assessment process gives the childminder an accurate picture of every child's abilities and progress. The childminder has good systems for identifying children needing additional support to help them achieve. She has a good knowledge of how to work with other settings and agencies to help meet children's care and learning needs.

The childminder forms good partnerships with parents. They work closely together to meet children's needs. Parents are kept well informed about their child's welfare and progress through the effective use of a daily diary. The childminder values contributions parents make to the diary and the regular progress reviews. Parents comment positively about the childminder's care and her feedback about their children. They like the 'vast range of activities' and the way the childminder 'encourages children with their learning'.

The childminder shows a realistic awareness of her strengths and the ability to make continuous improvements to her provision. She effectively evaluates her practices and takes positive steps to improve outcomes for children. For example, recent improvements have included the creation of the playroom for children and improving safety with regard to family pets. The childminder regularly attends training to further her knowledge and skills.

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	EY432045
Local authority	Kent
Inspection number	772773
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	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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