

<b>Inspection date</b>	06/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 strong knowledge of how children learn and develop and they progress well as a result.
- Children enjoy high levels of independence in the learning environment.
- Children benefit well in all areas from the childminder's thoughtful approach to their learning and development.
- The childminder builds a strong partnership with parents to engage them well in children's learning.

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

- There are insufficient opportunities at some times of the year for children to develop early reading and writing skills in the outdoor environment

## 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 children at play in the childminder's home and garden.
- The inspector discussed children's development with the childminder.
- The inspector examined a sample of documents, including children's records with parents' comments.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

The childminder has been registered since 2011. She lives in a house in Tenterden, Kent, with her husband and their two young children. Minded children use the ground floor only. There is a garden available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder has six children on roll, of whom two are in the early years age group. She also cares for children over the age of eight. The family has a pet cat and keeps chickens.

## What the setting needs to do to improve further

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

- develop the outdoor area further to include all areas of learning, such as early writing and reading.

### Inspection judgements

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

The childminder has a strong understanding of how to promote children's learning and development in the Early Years Foundation Stage. She has a wide range of play materials that cover all areas of learning. These include found, recycled and household objects such as wooden spoons, bamboo mats, peacock feathers, wood and conkers. These natural objects add an enticing element to treasure baskets and interest tables. Children enjoy exploring the learning environment and can easily reach the toys and play equipment. This supports their independence and confidence.

The childminder knows each child's stage of development and interests and uses this information to plan a range of interesting and challenging activities. For example, seeing that a baby responded extremely well to music and singing, the childminder located a music group to attend. This helps children to engage and develop their skills. The childminder makes careful observations of children's achievements and matches them to the developmental stages in the document 'Development Matters in the Early Years Foundation Stage'. She then establishes the child's next steps and focuses her attention on activities that will promote them. For example, the childminder is skilled at asking open questions that prompt children's thinking. She asks if they can remember what they would be doing later in the week, and 'what do you think might happen?' This promotes children's critical and creative thinking.

The childminder records her observations of children's achievements in a learning journal along with photographs of the activity and samples of the child's work. Her notes are concise and accurate, and she links them to the appropriate stages of development. In this way she quickly establishes where children are making good progress, or are beyond the expected stage of development. Where there are achievement gaps, the childminder takes steps to address them. The childminder also makes regular summative assessments which summarise children's development in each area of learning. Parents add their comments and views, building a strong partnership of support for children's learning.

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

The childminder builds warm and affectionate relationships with children and babies. She gets to know their individual care routines in great detail, which gives children the security of having their needs met as they would be at home. This gives children a strong sense of security and the confidence they need to explore their surroundings.

Children benefit from having a well-tailored learning environment which suits their developmental stage. Babies can explore treasure baskets and play with a wide range of interesting 'cause and effect' toys. Older children enjoy more long term projects such as planting seeds for the vegetable garden. The garden includes different spaces and equipment for children to build dens, climb and explore nature and is used all year round. However, not all aspects of the curriculum are included all year, such as early reading, writing and mark-making activities to promote children's literacy skills. Children enjoy a healthy diet and learn about healthy lifestyles. They see where food comes from when they collect the eggs from the childminder's hens, and grow food in the garden. Children enjoy eating a balanced diet with lots of freshly prepared meals. Children learn good hygiene habits because the childminder has well-established routines. The childminder has a very strong understanding of the links between gross motor and small motor development. This means that she provides a wide range of interesting activities to promote children's physical growth. Babies reach for objects that are hidden under blankets, and enjoy pushing a trolley as they learn to walk. Children use wide circular arm movements to mix cakes, which supports their early writing skills.

Children are very well-behaved. The childminder is calm and gentle, and always gives clear consistent messages to children. They respond easily to her and learn how to play cooperatively and take turns. Children understand that younger children and babies are still learning and show empathy. The childminder gives lots of accurate praise for children's achievements and they show great pride in what they do. This helps children's self-esteem and confidence. Overall, children gain good skills which support them in their next stage of learning.

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

The childminder demonstrates a strong understanding of how to safeguard children. She has a very comprehensive policy and procedure to follow should she have any concerns about the welfare of a child. Parents are aware of her policies and understand her responsibilities. The childminder has completed a risk assessment and minimised any potential hazards to children. She guards children's safety very well, while also giving them opportunities to explore and learn new skills. The childminder maintains her documents and records in a professional and well-organised manner. This underpins children's welfare.

The childminder has a very professional approach to her work and has taken advantage of

several courses and conferences to learn about children's development. She reflects on her practice and puts into action the things she has learned. For example, she provides lots of opportunities for babies to track objects with their eyes, knowing that this is good for their brain development. The childminder can use the records she keeps of children's progress to monitor her provision and identify any achievement gaps. The childminder builds friendly and professional relationships with parents. She writes a daily care diary and also uses text and email to keep parents informed of what the children have been doing through the week. The childminder writes a newsletter which gives a variety of general information.

Parents value the records the childminder makes of children's progress. One parent commented that the record gave 'a wonderful insight' into the children's time with the childminder. The childminder also builds strong partnerships with schools and other day care settings. This enables her to work closely with parents and others to provide consistent care, such as using the same behaviour management strategies. This gives children a cohesive and supportive experience.

### 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>	EY430616
<b>Local authority</b>	Kent
<b>Inspection number</b>	765260
<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>	4
<b>Number of children on roll</b>	4
<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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