

**Inspection date**

05/02/2013

Previous inspection date

06/05/2009

**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**

- Children are successfully encouraged to become independent: they put on their own aprons when they start messy play or cooking, and they are able to take off their own coats and shoes when they arrive at the childminder's.
- The childminder and her assistant both have a level 3 qualification in childcare and education which they use to good effect. The childminder shows a very good understanding of children's development.
- The childminder has provided children with a spacious and welcoming environment where they can access a good selection of attractive toys and resources. These are all stored and labelled clearly, which successfully promotes children's ability to choose activities for themselves.
- Children enjoy being in the childminder's care as this is a 'home from home' where they receive constant attention from the childminder and her assistant. The childminder and her assistant are vigilant, patient, and join in children's games and play, ensuring these are fun.

**It is not yet outstanding because**

- There are minor weaknesses in the partnership with parents in terms of complementing children's learning at home.

## 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

- Inspector arrived at 9:15am, showed her ID and left at 12:15pm.  
The majority of inspection time was spent observing the childminder's input and the children she was caring for. This took place in the childminder's home in the lounge, conservatory and kitchen/dining room.
- Ongoing discussion and observations with the childminder took place throughout the visit.
- The inspector sampled children's information and development records and the childminder's policies and procedures.
- The views of two parents were sampled during telephone calls to them.

**Inspector**  
Susan Scott

## Full Report

### Information about the setting

The childminder was registered in 2001. She lives with her husband in Sittingbourne, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are not suitable for wheelchair users.

The childminder has an assistant who works with her. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is currently caring for a total of eight children, four of these are in the early years age group. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a pet rabbit.

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

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

- enhance systems to engage parents in children's learning and development at home by planning experiences that children can share, such as looking at a book that interests them, or counting items in their home environment.

### **Inspection judgements**

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

Children are keen to explore the toys and activities which they can freely access from the large conservatory playroom. They show confidence and clearly enjoy being in the care of the childminder and her assistant. For example, they enjoy playing a game of pairs with the cards they select. The childminder has a good understanding of how to promote their learning and spends time talking to them and making the game fun. For example, they all clap and laugh when one of the children manages to find a matching pair which makes the children feel a sense of achievement.

The childminder records her observations of children taking part in a range of varied and interesting activities. She assesses children's progress accurately and uses this information to share with parents. The childminder has assessed children across every area of learning and development and refers to the document 'Development Matters in the Early Years Foundation Stage' to ensure children are making good progress in all areas of development. A range of information is incorporated into these records and parents are asked to complete a 'unique story' record which notes their children's achievements and interests every six weeks. This is an ongoing process which provides an opportunity for parents to write their contributions and comments but the system to work together to promote children's progress is not fully developed. For example, the childminder does not suggest follow-on activities which children might enjoy at home.

Children each have a folder which records their learning experiences together with

photographs. The childminder observes and assesses children's achievements accurately and these records show good progress is made in areas where children need support. She constructs plans to enable children to achieve their next steps. For example, she plans how to teach children to become more independent and put on their own coats and shoes.

The childminder is able to devote plenty of time and attention to the children in her care as she employs an assistant. Both the childminder and the assistant support children's developing communication and language successfully. For instance, children learn to understand words such as 'remember', which is used when the childminder provides a commentary on their game of pairs. Children are encouraged to talk about their family and things they have enjoyed with them. For example, the childminder quickly responds to information children give about a gymnastics class and asks them about this. This enables children to build their confidence when talking to adults.

Children freely select from a stimulating and attractive range of toys and resources. For instance, they like to construct dinosaurs from a wooden construction set with magnetic pieces, twisting and turning the correct parts to make a model dinosaur. This also encourages the development of their fine motor skills along with the intricate stickers they choose to make picture collages. Children benefit from going out each day and explore the local parks and visit the library. This helps them to understand their local neighbourhood and builds upon their understanding of the weather. Children notice the sun going behind a cloud from the bright and spacious conservatory where they have fixed small pouches that represent little greenhouses in which they have planted cress seeds. This promotes their understanding of the world, and natural events, and they build upon this by learning that plants need water to grow.

Children are encouraged to write their names on their work, selecting name labels that they copy from. They learn that print has meaning from the display of the months in the year which have children's names and photographs attached to indicate their birthdays. Children enjoy good opportunities to develop their counting skills and understanding of numbers when they play a game involving threading a number of coloured buttons.

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

Children form a strong bond with the childminder so that they feel secure. She understands their needs, and shows them how to care for themselves by being vigilant about their needs. She also encourages them to be kind and care for each other. For example, when two children have a minor disagreement and one cries, the other offers her the doctor's set she wants to soothe her. Children have learned to respond to others kindly as the childminder is a very positive role model for them. Their well-being is nurtured through effective provision for personal, social and emotional development. The childminder and her assistant are sensitive to their needs, helping children to share and behave positively. The childminder fosters inclusion by making sure each child can enjoy every activity as she offers good support by constantly participating in their play. For example, the childminder praises children's achievements and shows her pleasure when children are able to select pairs in their game. This helps children feel self-assured and

valued.

Children develop their understanding of a healthy diet by eating fresh fruit such as bananas and grapes for their snacks. They enjoy having cereals for breakfast with the childminder if they have missed this at home, and always have fresh vegetables with their meals. They are beginning to understand which foods support their good health as the childminder displays a poster of healthy foods beside the dining table which children set for meals. Children fetch their aprons unprompted for messy play and cooking or eating, showing their good understanding of why they have to do this.

The childminder teaches children to keep themselves safe by behaving in safe ways. For example, they sit at the table to eat and drink. They learn about real life through imaginary play, using the doctor's sets and the various attractive resources. For example, the wooden, coloured fruits which they use in the pretend shop or play kitchen. This enables them to develop their social skills by playing with others. They are confident and are interested in the activities, showing that they are gaining good skills and attitudes to underpin the expectations when they move on to nursery and school.

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

The childminder has a good commitment to improving her service. She has achieved a level three qualification in early years and the assistant holds the same level qualification. The childminder's knowledge of the safeguarding and welfare requirements is good. Children's safety is well promoted; for example, the childminder talks to them about how to evacuate the premises and practises this with them. She demonstrates a good understanding of how to enable children to enjoy a wide and interesting variety of activities so that they learn successfully.

She has completed a written self-assessment and encourages parents to express their views so that she provides a service that meets all their needs. The childminder knows the preferences and interests of the children she cares for. This means she can offer attractive and appealing resources with good, personal support so that she meets children's individual needs. The childminder has familiarised herself with all the documents detailing the requirements of the Early Years Foundation Stage (EYFS). She promotes activities that reflect the choices and interests of the children attending and supplements these with outings and local activities in the community.

The childminder has established good quality relationships with the parents who are very satisfied with the service they receive. She shares information about children's routines and the activities they complete on a daily basis and makes the children's learning journals and unique stories available so that parents can discuss these with her. There are some missed opportunities to incorporate follow-on activities at home based upon play. Parents remark how approachable the childminder is and how happy and enthusiastic their children are about coming here. Parents also remark on the evident progress their children make in development and learning with the childminder. The childminder has a good

relationship with the nurseries and school that children attend and shares information so that she can fully support the care and development of children.

### 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>	156716
<b>Local authority</b>	Kent
<b>Inspection number</b>	814221
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/05/2009
<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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