

Inspection date	07/02/2013
Previous inspection date	17/03/2010

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 builds warm, close relationships with children and gives them a strong sense of security.
- Strong working relationships with parents help support and extend children's learning and development.
- The childminder has a good understanding of the Early Years Foundation Stage, and of how children learn and develop.
- Children's developing skills of independence are well supported to enable them to try things out for themselves, and to develop their knowledge, skills and growing curiosity.

It is not yet outstanding because

- There are limited activities and resources to support children to learn about and value others lives, and differences between people.

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 discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed children at play.
- The inspector talked with available parents and sampled parents' views through feedback questionnaires.

Inspector

Nadia Mahabir

Full Report

Information about the setting

The childminder registered in 2008 and is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two young children and operates from the family home in Snodland, in Kent. Children have use of a playroom, lounge, kitchen and a downstairs toilet. Children have opportunities for outdoor play within the garden, local parks and shops. The childminder takes children to other

child-based activities within the community. There are currently five children on roll all of whom are in the early years age range and attend on a part-time basis.

What the setting needs to do to improve further

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

- enhance additional resources which represent children's diverse backgrounds.

Inspection judgements

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

Children are happy and settled within the childminder's warm and friendly environment. They show a strong sense of belonging, as they follow the daily routines, such as independently taking off their coats and self registering. Children are making good progress in their learning and development. This is because the childminder seeks information from parents regarding children's starting points. The childminder provides a broad range of play experiences to support children's progress towards the early learning goals. The learning environment is well organised to enable children to independently follow their own interests.

Children access a wide range of technological equipment including musical resources, which supports their developing understanding of how things work. Younger children enjoy finding out how things operate and what happens when they push buttons. The childminder introduces children to mathematical language and concepts during everyday activities and through children's play, for example as they listen to counting songs and rhymes.

Children's gain early language skills through the childminder's ability to model correct language and vocabulary. This in turn helps children to develop their confidence in imitating words and sounds. She constantly talks with children during their play activities and care routines, enhancing their developing language skills. Children access a wide range of books and are inquisitive and motivated to learn, which further promotes their future skills. Children are inquisitive in their play and show good levels of interest in their use of arts and crafts. Children develop an understanding of the world around them and also about sustainability. For instance, they plant, tend to and harvest vegetables which enable them to develop their knowledge of where their food comes from. However, resources that reflect diversity are limited. This means there are fewer opportunities to support children's knowledge and understanding and learning about valuing others lives

and differences.

The childminder clearly demonstrates that she knows the children's developmental stages well. Her detailed observation, assessment and planning system is effective in ensuring that she covers all seven areas of learning and includes planning for each child's next steps in learning. This enables children to make good progress.

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

Children are happy, confident and are interested in all that they do. They have developed trusting relationships with the childminder as they actively respond to her loving, caring and reassuring approach. Children are motivated and confident as they readily select the toys they wish to use, with a purpose and reason. They approach visitors to show them their toys and engage them in their play. Children are able to show kindness and consideration for others. For instance, they share the toys that they are playing with, allowing others to join in. Children's behaviour is good and the childminder consistently offers words of praise for their efforts and achievements. As a result, children develop a sense of well-being in the childminder's care.

The childminder supports children's physical skills well. There are many opportunities for children to exercise and enjoy fresh air, such as on walks in the local area, in the garden, playgrounds and at parks. Children explore the garden, enjoy running and ride-on toys amongst other activities. The childminder supports the enhancement of newly acquired skills, for example, as younger children learn to walk. She is on hand to offer support and encouragement, enabling children to gain confidence in their developing skill. Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy a range of fresh fruit choices for their snacks. They are encouraged to develop their self-care skills as they begin to use spoons to initiate and develop their independence in feeding. When appropriate, they are encouraged to use the bathroom independently and all children wash their hands knowing why and when they should do this.

The childminder has effective communication links with others, where children attend other early year's settings. This enables children to receive a consistent approach to enhance their development. The childminder provides support for children preparing for their transition to school. For example, discussion, activities and school visits help the children to understand what is happening in their future learning.

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

The childminder clearly understands her role in child protection and this ensures children's safety and well-being. She demonstrates a clear awareness of the procedure she should follow in the event of her having any concerns about a child in her care. The childminder shares all policies and procedures with parents and carers so that they know about her practice. She gives high priority to providing a safe environment for children, through

robust risk assessments, constant monitoring and close, age appropriate supervision of children, to promote their safety. For example, on trips out, she is vigilant in ensuring all children are familiar with the route and possible dangers they may encounter, and how to minimise any potential risks.

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has fully researched the revised framework and demonstrates a good awareness of the new formation of the areas of learning. Detailed written observations mean that parents have a working document to enable them to be aware of the activities that their children have participated in. This means that they are fully aware of what their children have enjoyed taking part in, along with information about their care and learning and how they are progressing. Parents are actively encouraged to share in their children's learning. The childminder also talks to parents about areas where children need extra support, tailoring learning plans to the needs of each family. She values these communication links with parents who are very happy with the childminder's service. They comment that, due to the childminder's input their children are making good development in all areas. They appreciate the daily diaries which inform them about their child's day, helping them to feel a part of it. The childminder also liaises with other early years professionals who offer support to build on her already good practice.

The childminder has adopted effective systems to evaluate her practice. This includes the use of ongoing self-evaluation along with parental questionnaires and formal discussions. This enables the childminder to reflect upon practice and implement any issues raised with parents. She values ongoing training in order to extend her knowledge and professional development, which in turn promotes positive outcomes for 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
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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	EY396042
Local authority	Kent
Inspection number	899473
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	17/03/2010

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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