

## Inspection date

Previous inspection date

14/02/2013

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

- Relationships between the childminder and minded children is warm and affectionate, they settle well as a result of the sensitive support that she offers.
- Resources are used effectively to support all areas of learning, children make good progress as a result.
- Children's language and communication skills are supported particularly well.

### It is not yet outstanding because

- The childminder makes contact with other providers but the shared approach to children's learning is not fully established.

## 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 interviewed the childminder and observed her interaction with the children.
- The inspector observed minded children at play.
- The inspector reviewed and sampled systems and documentation.

## Inspector

Stacey Sangster

## Full Report

### Information about the setting

The childminder registered in 2012. She holds a qualification in Childcare to National Vocational Qualification level three and lives with her husband and pre-school aged child in the village of Nettlestead, near Maidstone, Kent. The whole of the ground floor of the childminder's house is used for childminding and a secure garden is available. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She has one child on roll who attends 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:**

- develop systems to improve the partnership working with other early years provision children attend to provide a consistent and shared approach to children's development.

## **Inspection judgements**

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

The quality of the educational programme is good. The childminder understands the importance of helping children becoming secure in their learning in relation to communication and language, their personal, social and emotional development and physical skills as these form the basis for all other learning.

The childminder supports children particularly well in relation to language and communication skills. The childminder uses singing and music to encourage children with delayed speech to practice speaking in a fun and enjoyable way. She plays a game with a drum, beating it loudly in time with children and getting them to shout 'stop' at random intervals. Children gain fun and enjoyment from speaking because of these activities and make good progress, given their starting points.

The childminder places high importance on supporting children's social skills and encourages them to become confident and independent. They have good opportunities to mix with other children and build new relationships, when she takes them to local toddler groups.

Children make good progress in their physical development. They are becoming more confident when handling small objects such as glue sticks, and do so with control and precision. The childminder takes children to the local parks on a regular basis where they enjoy climbing and using larger physical play equipment. This helps children gain confidence.

The quality of teaching is good the childminder understands that children progress at different rates and have different learning styles. She talks to parents and keeps records of what children enjoy doing. She provides activities linked to children's specific interests, so that they are motivated to engage in learning through play. The childminder continually observes children and notes what they can and cannot do, using 'Development Matters in

the Early Years Foundation Stage' to assess each child's progress and identify any gaps in their development. Her assessment is accurate and well balanced making clear links to evidence how children are making progress in each of the seven areas of learning. Intervention to address areas where children's progress is less than expected is swift and information is shared with parents about how they can support their child at home.

The childminder is well prepared to undertake the two-year check and has received training in relation to this.

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

Children show that they feel happy and safe in the care of the childminder as they approach her without hesitation and laugh and smile often. Younger children grow in confidence when meeting new people because the childminder allows them to stay close to her and gently coaxes them to say hello or show them a toy.

The childminder consistently applies simple house rules so that even young children have a clear idea about what is and is not desirable behaviour. Children are encouraged to try to do things for themselves. The childminder demonstrates how to do things and provides plenty of time for children to 'have a go' in order to support their independence. The childminder is enthusiastic and encouraging, she offers children high levels of praise and children are excited to try new things when they are with her. She provides clear guidance about how children can keep themselves and others safe. This enables children to take age appropriate risks while building a basic knowledge of how to begin to judge risk for themselves.

The childminder provides children with nutritious meals and snacks and introduces them to new foods on a regular basis. Foods that children are reluctant to eat are blended and hidden in meals to ensure that children receive a menu containing all of the food groups. Children's health is promoted well because the childminder has completed food hygiene training and applies what she has learnt when preparing, cooking and storing ingredients. Active and energetic play supports children's good health, and when they are old enough she talks to them about the benefit of exercise on their health and well-being.

Resources are plentiful, well maintained and suitable for the ages of children attending. The childminder uses her resources effectively to support children's learning. Children enjoy simply created activities such as the pretend 'shop' using empty food boxes to represent their shopping. The childminder talks children through the planned routine, telling them when their parents are due and what they will be doing next time they come. This helps the children manage new situations, transitions and changes more confidently.

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

The childminder demonstrates a good understanding of her responsibilities in relation to learning and development and all of the requirements are being met. The assessment system that is in place enables her to monitor the educational programmes she offers and identify any strengths and weaknesses in her delivery of each area of learning. She continually looks back at what she has done and considers how she might improve on it. The childminder's development plans link closely to the changes that will have the most positive impact on children's learning opportunities.

The childminder understands the importance of safeguarding children and takes steps to reduce hazards in her secure home and garden. She ensures that un-vetted adults are not able to gain unsupervised access to minded children.

The childminder makes good use of local authority support and liaises with them to identify how she can improve on what she already does well. She reviews her policies and procedures regularly to ensure that they meet requirements and reflect best practice. She is accurate in her self-assessment and the capacity to make continuous improvement is good.

The childminder approaches other settings where they share the care of a minded child and strives to form partnerships, to support the child's experience of the Early Years Foundation Stage. However, the shared approach is not fully established. Partnerships with parents are strong and there is a continuous exchange of information to ensure children's needs are met.

### 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>	EY449768
<b>Local authority</b>	Kent
<b>Inspection number</b>	881522
<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>	1
<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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