

Inspection date	26/02/2013
Previous inspection date	09/10/2009

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 very confident, independent and settled due to the close relationships with the childminder and their peers.
- Children are very effective communicators and show a high level of understanding of the world around them.
- The childminder is very dedicated to the continuous improvement of her service.
- Children's thinking is continuously challenged and extended due to the childminder's effective questioning.

It is not yet outstanding because

- The childminder does not liaise with all other settings that children attend to ensure continuity in every child's learning.
- The childminder does not encourage parents to contribute their observations of children's learning at home to her planning of children's activities.

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 spent most of the inspection observing the childminder's interactions with children in their play and learning.
- The inspector looked at children's assessment records and planning documentation.
- Parents' feedback was sampled through the childminder's questionnaires.
- The inspector sampled documentation to related to the childminder's understanding of how to safeguard children.
- Ongoing discussion and joint observations with the childminder took place throughout the visit.

Inspector

Claire Parnell

Full Report

Information about the setting

The childminder registered in 1988. She has a recognised childcare qualification. She lives with her husband in a farm house in Frittenden, Kent, near to schools and parks. The whole of the ground floor of the property, an upstairs bathroom and a bedroom are used for childminding. There is a fully enclosed garden available for outside play. She is

currently minding six children in the early years age group. She also offers care to children aged between five years and 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend partnerships with parents and other settings, by encouraging parents to contribute their observations of children's learning at home to activity planning and by making links with all settings that children attend to fully promote continuity in every child's learning.

Inspection judgements

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

Children are making very good progress towards the early learning goals. They are confident in the childminder's care due to the close relationship she has with them. The childminder knows the children very well and she talks to children about their home lives to extend their thinking in all areas of learning. The childminder devotes her time to observing and interacting with the children. This helps them to remain purposefully occupied, motivated and effectively challenged. For example, during lunch time the childminder talks to children about where their food comes from. Children talk about getting milk from cows and how milk can be used to make yoghurt and cheese. The childminder is very skilled at extending children's learning during everyday routines such as lunchtime. She encourages children to talk about their ages and who is bigger or smaller. Children respond by recognising the numbers of their ages on the clock and comparing the weight of their siblings to their weight.

Children thoroughly enjoy telling stories and recalling past experiences. They communicate confidently using complex language clearly to express themselves. For example, they confidently explain to others how to put up a tent. The other children listen carefully, fully understanding the instructions and successfully putting the tent up. The childminder uses experiences on the farm to support children's understanding of the world around them. She talks about the lambing season and how the children helped to feed lambs last year. She talks to children about piglets that have been born and the visit planned to see them. Children recall the death of a mother sheep last year and the reasons for looking after the lambs.

Children explore mathematical concepts throughout their play. The childminder introduces an idea of measure to a construction activity. Children make a tower and then compare their height by lying down next to it. They decide who is the tallest out of them all. Children show an imaginative flair when they role play and dress up. They thoroughly enjoy familiar songs learnt with the childminder and at preschool. Children sing and dance together, carrying out actions as well as singing the song in full. They finish with a fit of giggles to show their enjoyment and understanding of the humour of the song.

Children show a well-developed understanding of print having a meaning. They recognise, at a very early age, the letter for their name. They also associate this with other words and rhyming sounds. For example, children listen to the childminder as she asks them to guess the flavour of the yoghurt. The childminder says the initial sound and the children guess 'raspberry' correctly.

The childminder has an effective system to assess, observe and plan for children's ongoing development. She records their achievements, linking what they have done to the areas of learning. She consistently recognises the stages of learning that children have achieved. She then confidently identifies the next steps in children's learning so that they make continual progress. The childminder shares this information with parents on a regular basis, both verbally and in writing. However, parents are not always encouraged to contribute their observations of children's learning at home, to support the childminder's planning of activities. The childminder produces a short summary of children's achievements, which is given to parents. Daily events and activities are shared using a diary that includes photographs and concise examples of what children have taken part in.

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

Children are very settled, independent and confident in the childminder's care because she quickly establishes secure and trusting relationships with them. This is evident through the relaxed atmosphere, the strong sense of belonging and the children's good sense of humour. The childminder's house is continually filled with laughter from the childminder and the children. Children move freely around the house, deciding where and how they want to play. They access a comprehensive range of resources, from the play room, which promote all areas of learning.

Children are developing strong friendships with their peers. They negotiate well, discussing their activities and the roles each child plays. Their behaviour is good because the childminder gives them clear boundaries, discussing appropriate actions with the children. Children wait patiently at the table while others finish their lunch, engaging each other in conversations and appreciating views and opinions. Children's individual needs are valued and respected by the childminder. Children learn about different cultures and communities when they celebrate a range of festivals and see positive images in posters and books. This effectively supports children's understanding of today's diverse society.

Children develop a very good understanding about healthy lifestyles. They have access to fresh air and exercise every day. The childminder makes many trips to and from preschool

and school. She uses these trips to talk about the weather, introduce new ways of moving and give children space to run. For example, children run down the track pretending to be aeroplanes. They run with their arms held wide and negotiate puddles and stones as they make their way to the door. The childminder regularly uses her garden and the local parks to explore the outside world. She encourages children to climb on the equipment in the park and to use the open spaces to move freely. The childminder talks openly and positively about healthy eating with the children, discussing what foods help them to be strong and grow. Children bring packed lunches, but parents are encouraged to provide healthy foods for their children. Children help themselves to drinks when they are thirsty. The childminder acts sensitively to support children who are toilet training and children take an active part in looking after themselves. They ask for tissues to protect their clothes from food spillages and wipe their mouths when they have finished eating. Children learn about the benefits of washing hands when the childminder reminds them "We need to get rid of the germs before we eat".

Children learn to keep themselves safe. The childminder talks to them about removing their shoes and placing them in the right place to prevent accidents. She reminds children that they cannot go through the gate into the kitchen as it's not safe for them there. Children ask if they can sit on the chairs without a booster seat as they are now "bigger". They promise the childminder that they will sit still so they don't fall.

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

The childminder has a competent understanding of how to protect children from harm. She has attended up to date training regarding child protection. She thoroughly understands her responsibilities to record, monitor and report concerns, if necessary. The childminder completes a thorough risk assessment for indoors and outdoors. She regularly checks for hazards and make changes to minimise them, to help to ensure children play in a consistently safe and secure environment. The childminder has well written policies and procedures, that are available to parents, and parents are kept up to date with information about forthcoming events. Children's records are well maintained and the childminder seeks parental consent whenever necessary. The childminder's documentation supports the effective care and learning she offers the children and their families.

The childminder has very positive partnerships with parents. They openly talk to her about future plans for childminding and about their children's progress. Parents feel reassured about the quality of the care and learning that their children receive. This is evident through the extremely positive comments in the parents' questionnaires. The childminder offers a very flexible service for parents that fits around their working patterns. She liaises closely with the local preschool to promote continuity of care and learning for children attending both settings. She gains consent from parents to discuss children's progress with their key person at the preschool, and they identify children's next steps for development together. However, there are limited partnerships with other settings that children attend out of the area. Therefore, not fully promoting continuity of learning for all children.

The childminder is thoroughly committed to continuously improving her service. She has attended training to update her knowledge and uses information from the internet and other early years professionals to improve her practice. She has taken advice and support from the local authority to meet the recommendation and actions given at the previous inspection. She has also created effective systems to record children's development and learning. The childminder has completed a comprehensive self-evaluation form that highlights her strengths and the areas that she wants to develop in the near future.

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	125734
Local authority	Kent
Inspection number	813686
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/10/2009
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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