

<b>Inspection date</b>	04/03/2013
Previous inspection date	14/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are thriving. They are inspired and challenged to learn and quickly become immersed in play, showing excellent levels of imagination.
- Observation and assessment systems are rigorous and clearly show the wonderful progress children are making in all areas of their learning and development.
- Children are cared for in an extremely safe and secure environment, where they develop an excellent understanding of keeping themselves safe and the benefits of leading an active and healthy lifestyle.
- The childminder is highly organised, professional and constantly looks at ways to maintain her high standards and further improve outcomes for children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and chatted to children as they played.
- The inspector observed the childminder interacting with children and discussed how she is delivering the EYFS and meeting all requirements.
- The Inspector looked at all required documentation, policies and procedures, children's developmental records and planning.
- The inspector took account of the views of parents via references.

## Inspector

Sarer Tarling

## Full Report

### Information about the setting

The childminder registered in 2007. She lives with her husband and two school-age children. All areas of the home are suitable to be used for minding but children generally play on the ground floor. The through lounge and kitchen/diner are the main areas used and there is a ground floor bathroom. There is a secure enclosed garden for outside play. Family pets include two dogs, two cats and some chickens that live in the garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight part-time children on roll, three of whom are in the early years age range. The childminder has a level three childcare qualification.

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

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

- enhance the provision in the outdoor area to provide additional inspiring and challenging opportunities for children to design features.

## Inspection judgements

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

The childminder provides high quality teaching and stimulating opportunities for children. They actively explore all seven areas of learning both indoors and outside based on their interests. The childminder describes each child she cares for as a unique individual and has high expectations of what they can achieve. Parents are engaged in their children's learning from the very beginning. They share what they know about their children's development during the settling-in period. They are given useful information about the Early Years Foundation Stage framework along with a copy of 'Development Matters in the Early Years Foundation Stage.' This is the guidance used by the childminder to help assess and plan for children's future learning and development. This also provides parents with wonderful ideas on how to support their child's learning at home.

Parents have complete access and contribute to their child's detailed on-line observation and assessment records. The childminder uses this system to record her observations and assessments of children at all ages are clear, precise and sharply focused. The childminder generates the next steps in children's learning and arranges review meetings. These are set up with parents to more formally discuss and plan for children's future learning. Records show children are making very good progress.

Children are challenged and stimulated extremely well so that they gain the most from each learning experience. They develop concentration and perseverance as the childminder is skilled at knowing when to stand back and let children solve problems and lead their own play. Children become absorbed in their imaginative play, singing loudly as they pretend to row in their cardboard box boat. They have great fun dressing-up, pretending to cook, working the electronic till and vacuuming in the wooden play house in the garden. Children have tremendous fun experimenting with a huge range of art and craft materials. They learn to weave, to use scissors and to handle tools safely. Children help to recycle items to use for collage and junk modelling. They carefully decorate pots and take care of the seeds and bulbs they plant.

Purposeful activities and resources promote positive images of diversity. For example, books, small world figures, puzzles and craft activities prompt discussions about the similarities and differences in people. Outings to places of interest support children's understanding of different cultures and religion and to learn about history. For example, children learnt about Henry VIII while visiting a Tudor mansion and planted grass seeds to recreate his beard. On a trip to a farm they learnt how to milk cows and to spin wool. Children learn to use technology as they play interactive and educational games on the tablet computer. Children develop their understanding of mathematical concepts as they help to weigh and measure ingredients during cooking activities. Painted numbers on stepping stones in the garden encourage children to count forwards and backwards and children learn about repeat patterns as they thread beads to make bracelets.

The childminder demonstrates a genuine interest in what children have to say. They ask many questions and she responds enthusiastically, explaining everything clearly and introducing new vocabulary. The childminder values the variety of languages spoken by minded children and embraces opportunities to learn and teach all the children new phrases. When decorating cards to take home the childminder provides writing in both English and the home language of the child. Children's love of books is fostered as the childminder is an enthusiastic story teller. She actively involves children in story time by getting them to help tell the story. Children enjoy drawing and practicing writing. When they are ready, the childminder supports children in learning phonics, and building up words from the letter sounds. The childminder's ability to differentiate activities offers challenge for each child and as a result they show high levels of independence, curiosity and concentration. This means that they are extremely well prepared for school and for their future learning.

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

The childminder is extremely knowledgeable about the children in her care due to the highly effective partnerships with parents and well planned settling-in procedures. These include the family photographs which serve as a wonderful resource to comfort children and prompt discussion about home events. The childminder exchanges information with parents daily and as a result she is able to plan and provide activities which support their unique care, welfare and developmental needs. Children are very happy and secure in the welcoming surroundings of the childminder's home. The childminder carefully considered

the colours when decorating. She therefore provides children with a calming, well ordered and stimulating environment which is conducive to effective learning. Children have uninterrupted time to play and explore, building excellent concentration skills. The outdoor learning environment is also of a high quality, with children exploring the natural features of the garden. However, there are fewer opportunities for children to design aspects of the outdoor environment, to enhance their enjoyment of the outdoors.

Children form secure emotional attachments with their peers, the childminder and her family. Children feel nurtured due to the caring and affectionate approach of the childminder. The childminder is an excellent role model who treats children with respect and values them as individuals. She motivates children with meaningful praise and has ground rules in place which put fun, good behaviour, respect, and equality at the heart of her practice.

Children's health and well-being is assured by the childminder's stringent hygiene routines. Procedures are in place to protect children from cross-infection. An up-to-date knowledge of first aid ensures children receive prompt care and attention if they should become unwell or have an accident. Children are developing an excellent understanding of the benefits of a leading a healthy lifestyle. With support, they quickly become aware of and proficient in their own self-care skills. The childminder is aware of any special dietary needs children may have. She provides a varied range of home cooked, healthy, nutritiously balanced meals in accordance with parents' wishes. Children enjoy social mealtimes where the childminder talks about the importance of healthy eating. They learn where their food comes from as they help the childminder grow vegetables in her 'digging patch' and they love to collect fresh eggs from the hens kept in the garden.

The childminder consistently gives the highest priority to the safety of children. They are encouraged to think about why certain safety procedures are in place. Children take part in regular evacuation procedures so that they know what to do in an emergency. They gain an understanding of risk because the childminder explains dangers to them such as when they use tools or come across more challenging climbing equipment at the park. Children actively join in with tidying up when they have finished playing with something. This promotes a sense of responsibility and an understanding that this maintains a safe environment. Children leaving to attend school are also supported very well through specially planned activities, such as role plays and school visits. Overall, children learn excellent skills for the transition to school.

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

The childminder demonstrates an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has a comprehensive understanding of child development and recognises that all children learn and develop in different ways and at different rates. Children clearly benefit from time spent with the childminder. She is extremely passionate about her work and committed to continuing her own professional development and to improve outcomes for children

through training. Self-evaluation is highly effective and forms part of the routine as the childminder reflects on her practice and planning at the end of each day. The childminder welcomes feedback from parents and reviews what interests and motivations children. This helps to ensure each day truly meets the needs and interests of individual children and that they continue to receive high quality learning experiences.

All required documentation is in place, well organised, maintained accurately and stored confidentially. A comprehensive set of policies and procedures are shared with parents and underpin the childminder's outstanding practice. The childminder is confident of her role in child protection and stringent arrangements for safeguarding children are in place. Children are cared for in a very safe and secure environment. She implements a range of policies, which means that children are safe in her home and when they are out on trips. Detailed risk assessments, and the use of safety equipment, effectively minimise risks to children.

The childminder has forged highly effective links with the school and pre-school minded children attend. This provides valuable opportunities to share information about children's progress, to work collaboratively to support children. The childminder demonstrates an excellent understanding of the importance of working in partnership with other professionals to support children who require additional support to reach their full potential. Parents are extremely complimentary about the childminder and comment on the 'wide range of activities' and 'great progress' their children have made. They describe the childminder as being 'caring and thoughtful' and say she is a 'credit to childminding.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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>	EY389361
<b>Local authority</b>	Kent
<b>Inspection number</b>	838309
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/07/2009
<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, which are usually the childminder's 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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