

Inspection date

Previous inspection date

11/03/2013

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

- Children are developing good communication and language skills due to the childminder's effective questions and statements.
- Children feel confident and reassured in the childminder's care because they have familiar and constant routines.
- Children learn at an early age how to keep themselves safe through clear explanations and demonstrations.
- The childminder is highly committed to continuously improving her service for children and their families.

It is not yet outstanding because

- the childminder does not always use the outdoor environment to fully enhance children's understanding of mathematical concepts and sounds and letters
- the childminder does not always use the information about children's achievements at home to inform their learning and development records.

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 used comments from parent's questionnaires to make judgements.
- The inspector made observation of the childminder's interactions with children indoors.
- The inspector sampled documentation that promotes safeguarding and welfare.
- The inspector discussed the use of the outdoor environment with the childminder.
- The inspector looked at all children's learning and development information.

Inspector

Claire Parnell

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Tunbridge Wells, Kent, close to local schools, parks and shops. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder offers the use of the whole of her house and parts of her garden. The childminder works with her husband who is her assistant. She currently cares for three children in the early years age group, all on a part time basis. She also cares for five to eleven year olds.

What the setting needs to do to improve further

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

- use information from parents to contribute towards children's learning and development record
- enhance children's understanding of mathematical concepts and sounds and letters within the outside environment.

Inspection judgements

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

Children are making good progress in their learning. The childminder provides a stimulating and exciting environment for all children's learning. They have access to a good range of experiences, resources and equipment that promotes all areas of learning. These experiences meet the needs of all the children. The childminder has a good knowledge and understanding of how children learn through play. She provides challenges and constantly extends their learning. The childminder takes active steps to provide children with experiences for their future skills and learning.

The childminder actively promotes children's language and communication skills. The childminder constantly talks to children and responds positively to baby's babbles, encouraging them to listen and respond in turn. She gives children time to absorb what she is asking of them and then listens and acts positively to their responses. For example, the childminder explains to young babies what is available for them to play with. She then waits to see what they want and talks about the activity, how to make it work and observes for their reaction. Children's attention and listening skills are also high promoted. The childminder extends children's interest by introducing further ideas and resources to

increase children's focus on the activity. The childminder sits back and watches to see how long a child's concentration lasts before being distracted. Children listen intently to instructions and explanations and respond by carry out the task. For example, the childminder talks to babies about the soft bricks and which one makes a noise. Babies then explore the bricks one by one until they find the one with the bell in it, smiling to show their reaction to finding it.

Children enjoy looking at books, pointing to familiar pictures and identifying them with themselves. For example, babies point to the pictures of different children's faces and then point to the childminder nose and eyes as she names the features of the face. They are enthralled by songs and initiate the songs themselves by rocking backwards and forwards. The childminder instantly recognises this and suggests they sing "row, row, row your boat". Children react immediately by holding the childminder's hands and rocking again. Children respond well to music and thoroughly enjoy exploring musical instruments, shaking maracas and banging on drums to make a sound. The childminder positively encourages children's understanding of diversity. She provides resources that reflect today's society and talks to children about celebrating people's differences.

Children are developing simple problem solving skills, understanding that some toys fit inside others such as posting letters in a post box. They explore the activity demonstrating that they can take pieces apart and put them back together again. Children access messy play at an early age by visiting different groups and children centres. The childminder recognises that some children enjoy experiencing malleable play but others find this experience distressing. She slowly introduces this experience through food and textures in the home. The childminder uses the indoor environment well to promote all areas of learning. However, she does not currently make the most of outdoor play spaces, to ensure that children can fully explore mathematical concepts and sounds and letters. She uses observations of children's learning to assess their development and monitor their progress within stages of learning. The childminder positively uses information from parents as a starting point for planning children's learning in her setting. She keeps parents informed of progress through regular summaries.

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

Children are very happy, settled and confident in the childminder' care. She gives reassurance through cuddles, hugs, praise and recognition. This helps children to feel welcome and secure. Children gain independent skills through the clear explanations and boundaries given by the childminder. She used distractions as a means of promoting positive behaviour, especially for young babies. Children respond well to this strategy and continue to develop self assurance and self esteem. Children are developing a good sense of safety. Even at a young age, the childminder gives children clear direction as to keep themselves safe. For example, the childminder talks a baby through the process of opening a door themselves whilst sitting on their bottom. Older children receive clear information about road safety in both rural and urban environment. They learn to operate road crossings safely and to watch for safe places to cross village lanes.

The childminder promotes healthy lifestyles for children very well. The childminder provides them with healthy foods that reflect their individual needs and restrictions. They are encouraged to make choices from healthy snacks and given time to eat to their satisfaction. The childminder provides fresh drinking water throughout the day in a vessel appropriate to the age and stage of the child. The childminder takes children out every day. They walk to and from preschools, visit local parks and explore farms and local amenities. Children learn about appropriate hygiene procedures due to the clear explanations from the childminder. For example, she talks to young babies about wiping their noses before carrying out this task helping them to understand the necessity.

The childminder is successful at supporting children's physical development. She helps young babies to their feet as they learn to take their own weight and encourages them to move around the furniture. The childminder places resources out of their reach to encourage them to crawl and shuffle to reach the toys. Older children have access to outdoor play equipment where the childminder supports them through clear explanations about safety. They also receive challenges in their movements to climb, swing and jump. The childminder recognises the need to encourage children's self-help skills. Young babies are encouraged to push their legs and arms through clothes when getting dressed and to feed themselves with spoons at mealtimes.

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

The childminder has a good understanding of how to promote safeguarding and welfare. She has well written policies and procedures that reflect her service. She has attended additional training with regard to what to do if she has a concern about a child in her care. Documentation strongly supports children's ongoing welfare. For example, the childminder clearly records and updates children's details as well as appropriately documenting accidents and medication administration. The childminder provides a very safe and secure environment for children. She undertakes a thorough risk assessment on a regular basis and records any changes to the indoor and outdoor environment. The childminder carefully assesses outings and adapts to meet children's differing needs and understanding regarding safety.

The childminder has an enthusiastic attitude towards continuous improvements. She has an accurate self evaluation system that identifies both her strengths and areas for improvement. She takes on board advice and guidance from other childminders and early years professionals. She then assesses her service for individual children, makes changes and evaluates the positive changes this makes for children and their families. She is very eager to gain further information, skills and knowledge and actively sources training in areas that she needs to develop. For example, the childminder has applied for courses to support her development of the two year assessment.

The childminder has very positive relationships with parents. Parents have good forms of communication with the childminder through a daily diary, emails and verbal contact each day. Parents provide positive comments, via email and in questionnaires, about the high

quality service that the childminder provides. The childminder encourages parents to play an active role in their children's learning by adding comments to the diary and talking about children's achievements at home. However, the childminder does not always use this information to contribute towards children's development and learning records. The childminder has good links with local preschools and schools. She uses these links to support children's continuous progress. She liaises with key people in other settings and shares information to promote children's next steps and learning. She also uses information from other settings to monitor children's ongoing development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY451763
Local authority	Kent
Inspection number	883764
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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, 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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