

<b>Inspection date</b>	19/03/2013
Previous inspection date	25/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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.
- Children enjoy high levels of independence in the learning environment.
- Strong working relationships with parents help support and extend children's learning and development.
- The childminder routinely reflects on her service to identify priorities for development as part of her self-evaluation process. Consequently, she is able to make continuous improvements.

#### **It is not yet outstanding because**

- Systems to liaise with other settings that the children attend are not yet 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
- 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 spent time observing interaction between the children and the childminder.
- The inspector spent time looking at documentation and the childminder's policies and procedures.
- The inspector spoke with the childminder about her evaluation of the provision.
- The childminder was invited to seek the written views of parents to share with the inspector.

## Inspector

Joanne Barnett

## Full Report

### Information about the setting

The childminder registered 2003. She lives with her husband and three children in Yalding, Maidstone, Kent. The whole of the ground floor of the childminder's house and one bedroom upstairs are used for childminding and there is an enclosed garden for outdoor play. The family have pet hamsters.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for five children in the early years age group, on a part-time basis. She also offers care to older children aged up to 11 years. The childminder attends the local parent-and-toddler group.

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

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

- share relevant information with all the settings that children attend, to promote effective continuity of care and progress in children's learning.

## Inspection judgements

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

The childminder has effective observation and assessment systems that enable her to successfully identify the next steps in each child's learning and development. She then plans and provides fun activities that help each individual child to continue to make progress. The childminder relates well to children and is skilled at promoting their learning through play. As a result, children make good progress towards the early learning goals in relation to their starting points. They develop the skills they need to help their future learning.

Children are active learners who initiate activities for themselves. The childminder appropriately lets them lead and develop their play, intervening sensitively to extend and challenge. The childminder supports children to develop their language and communication skills by effectively engaging them during play. They thoroughly enjoy her involvement as she talks to them about things they have done and their family, which makes children feel valued. She successfully introduces new words, by repeating them and making links to familiar things. For instance, when children hold up the small drum. The childminder reaffirms this by saying 'that is right, what other instruments can you see'. This helps children to make connections and reinforces their understanding of the names of musical instruments. The childminder's interaction with the children helps them to

become confident talkers.

Children are beginning to use mathematical language in their play. They talk about the 'big doll' or the 'small car'. They count the number of musical instruments or the number of cars in the garage. Children are able to name familiar two dimensional shapes, such as a square, triangle and circle. In addition, children use books to support the naming of shapes and counting. Books are readily available and children have regular opportunities to use the library and choose books that interest them. Some labels are in use around the home, for example on storage boxes. This supports the children's recognition that words carry meaning.

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

The childminder develops strong bonds with the children in her care. When children arrive at her home they settle quickly, eager to explore the resources on offer. She provides a warm and welcoming environment and shows genuine care and concern for the children she looks after. Children play with a wide selection of stimulating and interesting activities. They investigate, and they quickly become absorbed in their chosen toy. The childminder effectively supports children in their learning and development, praising their efforts and celebrating their achievements. This helps to develop children's self-esteem and encourages them to become confident learners.

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. 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 fresh or dry fruit choices for their snacks. They are encouraged to develop their self-care skills as they use the bathroom independently and all children wash their hands knowing why and when they should do this.

Children make a positive contribution and feel safe. This is because the childminder has developed caring relationships with them. The childminder is calm and consistent in her approach in managing children's behaviour. She respectfully talks with children to develop their understanding of respect. Children are encouraged to use their good manners, as they are encouraged by the childminder to attempt to say 'please' and 'thank you'. Overall, children gain good skills, which support them in their next stage of learning.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements. She carries out robust safety checks and competently adapts her home to help keep all children safe. She has a good knowledge and understanding of

how to deal with any child protection concerns. The childminder maintains all the required documentation in a professional and organised way. She uses these records effectively with parents to help safeguard and promote children's welfare.

The childminder has completed a written self-assessment. She encourages parents to express their views so that she provides a service that meets all of their needs. The childminder knows the preferences and interests of the children she cares for. This means she can offer attractive and appealing resources with good, personal support so that she meets children's individual needs.

The childminder has established good quality relationships with the parents who are very satisfied with the service they receive. She shares information about children's routines and the activities they complete on a daily basis and makes the children's learning journals and unique stories available so that parents can discuss these with her. Parents remark how approachable the childminder is and how happy and enthusiastic their children are about coming here. Some of the children in the early years age group attend pre-schools. However, the childminder does not have consistent systems in place to ensure a coherent approach to children's learning. This is because liaison is not frequent enough to share knowledge of children's interests and progress regularly.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY257947
<b>Local authority</b>	Kent
<b>Inspection number</b>	847090
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/08/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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