

Inspection date	19/03/2013
Previous inspection date	29/06/2010

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

- The interaction between the childminder and children is good. The childminder gives high priority to the continuous development of children's communication and language skills.
- The observations made by the childminder are informative and enable her to consistently monitor children's progress and effectively identify next steps.
- Documentation is well kept and the childminder regularly updates it. The childminder keeps parents up to date on a daily basis through discussion when they collect their children or via e-mails.

It is not yet outstanding because

- the childminder does not always use the information gained through assessment, or make resources and activities more easily accessible to children, to extend their play and exploration.

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 showed the childminder her professional identification documents.
- The inspector explained the timescale and plan for the inspection.
- The inspector observed childcare practices and sampled relevant documents.
- The inspector provided feedback to both the childminder and the co-childminder.

Inspector

Mary van de Peer

Full Report

Information about the setting

The childminder registered in 1997. She lives with her husband and three adult children in Westerham, Kent. Her home is close to public transport, schools, shops, parks and other amenities. The whole of the ground floor and one upstairs bedroom of the childminder's home are used for childminding. There is a small flight of steps up to the front of the house. There is a fully enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group, as well as four children aged over eight years. The childminder supports children with special educational needs and disabilities. The childminder keeps a budgerigar and fish as pets.

What the setting needs to do to improve further

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

- consider ways to extend children's play and exploration; for example by making better use of the information gained through assessment, and by making activities and resources more easily accessible.

Inspection judgements

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

The childminder displays a very good understanding of how children develop communication and language skills. She shows skill in asking open-ended questions, which promotes children's thoughts in their response to her. For example, when children are playing with small world figures, she encourages them to talk about the names of the animals and where they live. Children clearly enjoy being able to help tell a story as they recollect the words and anticipate what is coming on the next page in a favourite book. The childminder routinely sings nursery rhymes with the children who know them well and often do their own actions to them. The childminder makes sure that the activities provided also teach the children other important things, for example, number shapes and colours. The childminder helps children learn to count, know their colours and has different games and activities to promote this. For example, she encourages them to count the toy farm animals they are playing with.

When children start with her, the childminder obtains the required information about their individual needs, from their parents. She uses this to help her planning of everyday activities. Although the childminder encourages child-initiated play, the toys and resources are not always easily accessible at all times. This has an impact on their independent

exploration, play and learning. Children explore outside areas and their local community on a regular basis where there are opportunities for children to develop physical skills every day. If they cannot use the childminder's garden, they visit local parks and play centres. This provides them with opportunities to climb, balance and run about, promoting their physical development.

The childminder uses successful strategies in place to manage children's behaviour. The children respond positively and are learning how to manage their feelings and behaviour in various situations. For example, when two-year-olds find it difficult to understand that they cannot always have what they want there and then, the childminder helps them to understand they need to learn patience. The children clearly feel valued and have good levels of self-confidence and esteem. The childminder makes time to discuss the children's day and achievements with their parents, whenever they pick them up. The childminder also uses e-mails and a secure online development programme, so parents are able to view their children's learning and development progress at any time.

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

The childminder's home is warm and welcoming. She has the assistance of a co-childminder to help her make sure children's well-being is the main priority. As a result, children settle well and clearly feel safe and secure in her home. For example, children look to both adults to join in or support them with their chosen activities or to look at a favourite book with them. Both childminders are always on hand to give children comfort, for example when they are upset or tired. Most of the time the childminder encourages the children to be independent and respond to their own needs. For example, by letting them choose their own snack. The childminder praises children in their achievements, continuing the promotion of their self-esteem and confidence. The childminder makes sure she gives good attention to children's healthy living. She provides nutritious options for snacks and meals, helping children learn which foods are good for them. Appropriate hygiene routines are in place, which mean children understand why and when they have to wash their hands. As a result they are well prepared for the next stage in their lives, such as attending nursery or pre-school.

The provider has attended several first aid courses in her time as a childcarer. As a result, she is very knowledgeable about the procedures to follow to treat children's minor injuries. The childminder carries out regular risk assessments, which she records and monitors. This helps her to ensure the environment, including equipment, resources and outdoors, is safe for children to use. The childminder makes sure her vehicle is regularly checked and makes certain child safety seats are age appropriate. This helps safeguard children when they are on outings in the car. The childminder keeps up to date with issues such as safeguarding by using the internet and obtaining various childcare leaflets. These, and her childcare experiences, help her to produce well-written policies. This results in the childminder following efficient procedures to safeguard children while they are in her care. It is clear that the children trust the childminders and they have built very good relationships together.

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

The childminder shows a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She also uses the guidance document 'Development Matters in the Early Years Foundation Stage' to support her practice regarding the children's learning and development. The childminder records her observations of the children's progress and links them to the children's stage of development. This helps her plan their next steps to help them make good progress towards the early learning goals. The childminder and her co-childminder use an online childcare support programme to record and produce evaluative summaries of the children's progress. The childminder has also recently used this system to produce a clear and informative progress check record for children aged between two and three years. These show that the children are progressing extremely well in most areas of their learning.

The childminder has effective procedures in place to help ensure her provision runs smoothly and to the benefit of all the children. The childminder has begun to evaluate her service to make sure there is an effective action plan and development system in place. This is to help her drive improvement in the outcomes for children. Planned improvements include attending further training courses to promote her professional development; also to make better use of photographs to support the observations made. The childminder has made contact with other childcare providers in her area, through attending different local events. This also helps her evaluate, develop and improve her childcare service. The childminder has worked with children for many years. The childminder's policies and procedures are well-written and informative, showing the good attention she gives to the welfare and safety of the children in her care. Parents receive copies of these, usually by e-mail, to help make sure they are aware of the childminder's role and responsibilities. Parents are encouraged to be part of the service she provides. They are also fully involved in their child's learning and development. Parents are able to add comments and information about their children's learning and development at home, on the secure, on-line observation and monitoring system. There are signed consents from parents, for aspects of care and learning, such as the administration of medications and observations. This helps to ensure children receive appropriate care in line with their parents' wishes. The childminder knows how important it is to share information for children's continuity of care.

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 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	126074
Local authority	Kent
Inspection number	813691
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	29/06/2010
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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