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| Inspection date | 26/03/2013 |
| Previous inspection date | 17/03/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 provides a very individual care programme for all children because she knows the children extremely well and is confident to be flexible in her approach.
- The childminder offers very good indoor and outdoor environments, which particularly support children's physical development.
- Children are well supported as the childminder works well with parents, keeping them fully informed about their child's progress and achievements.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe as she takes good steps to reduce potential dangers.

It is not yet outstanding because

- Children do not always have the opportunity to explore their own creative ideas.
- Children do not access a wide range of programmable toys, as well as equipment involving ICT.

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 held discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at children's observation and assessment records.
- The inspector spoke with the childminder about her evaluation of the provision.
- The inspector took account of parents' feedback through the childminder's questionnaires.
- The inspector talked to one parent on the day of the inspection.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2008. She lives with her three school age children in a residential area of Broadstairs, Kent. The ground floor of the home is used for childminding and children use the bathroom on the ground floor. There is an enclosed garden for outside play. The family has a pet guinea pig and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for four children in the early years age group, on a part-time basis. The childminder is close to public transport links, schools, shops, parks and other amenities. The childminder has a National Vocational Qualification at level 3 in childcare.

What the setting needs to do to improve further

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

- provide a range of programmable toys, as well as equipment involving ICT, such as computers

- extend opportunities for children to use their own ideas and imagination while participating in a wider range of creative activities.

Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. She promotes children's learning and development needs extremely well due to her clear understanding of how children learn and develop. The childminder promotes all aspects of children's learning through the extensive range of resources and experiences she provides in her setting and during activities in the local community. Resources and activities are available at low level, enabling the children to choose independently what they would like to play with. The childminder promotes children's self-initiated play well and fully understands that encouraging children's individual interests supports and enhances their progress and development.

The childminder makes sure that she provides resources and activities that reflect a child's interests and meet their needs. This means that children enjoy their play and become absorbed in activities. Children thoroughly enjoy playing with dinosaur figures or trucks

and cars in the garage. They show good coordination and control as they use the different coloured pencils to make an Easter card and 'write' a message inside the card. Pictures on display show that children explore the varied art and craft activities the childminder provides. Occasionally, the childminder provides children with ready-made ideas, rather than challenging them to explore concepts and ideas of their own, especially with creative activities.

Children are beginning to use mathematical language in their play. They talk about the 'big slide' or the 'small grape' and count the number of letters in their card. Children are able to name familiar two dimensional shapes, such as a square, triangle and circle. In addition, children use posters to support the naming of shapes and counting. Books are easily accessible and children have regular opportunities to use the library and choose books that interest them. Some labels are in use around the home, which supports the children's recognition that words carry meaning. Children have fewer opportunities to explore ideas in technology or programmable toys.

The childminder uses the document, 'Development Matters in the Early Years Foundation Stage' effectively to support children's progress, and to highlight the next steps in their development. For example, she competently assesses where children are within the age bands and uses the document well to support children's ongoing development. Parents are informed about their children's progress through children's developmental records. They are encouraged to contribute information about their child's achievements at home, which promote a shared approach to children's learning. The childminder is fully aware of the two-year progress check and ensures that her records of children's individual achievements concentrate on the areas that are relevant to this check.

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

The childminder's home is warm, welcoming and child friendly. Children are clearly comfortable and at ease here, which helps them settle quickly. This is because the childminder makes children's well-being her priority. She values children as individuals and promotes their self-esteem and confidence effectively. They feel safe and secure in the childminder's company, which gives them confidence to chat with visitors. All children have easy access to a good, wide range of age-appropriate toys and resources. The childminder encourages children to have a go at different experiences. For example, children help to prepare vegetables to take out to feed the animals in the garden.

Children are independent learners who are encouraged to look after themselves at appropriate levels resulting in them developing very good self-help skills. For example, children independently wash hands and use hand towels in the bathroom. They are also developing a good understanding of healthy lifestyles through routines and discussions. The childminder offers the children all freshly prepared snacks and drinks. All meals are eaten at the table where the childminder promotes table manners as the children learn good social skills and say 'please' and 'thank you' without prompting.

Children's behaviour is good; they get on well with each other and the childminder

implements appropriate behaviour management strategies to encourage good behaviour. Children are praised by the childminder, which helps them become secure and settled, and develop a sense of belonging. They thrive on the praise and encouragement they receive and they communicate their needs effectively because they are given the time and space to consolidate their thoughts and ideas. The childminder values and respects the uniqueness of each child and supports their awareness of the wider world through a varied range of resources and activities. The childminder is supportive of children's independence, as she knows that this gives them the skills they need when they make the transition to pre-school and school.

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

The childminder is very caring and works closely with the children and their families. She shows confidence and patience as she dedicates her time to joining in children's play. The childminder has a secure understanding of her role and responsibilities in relation to delivering the learning and development requirements. She uses her good understanding about child development to provide activities to keep children stimulated and interested.

The childminder has a good knowledge of procedures she must follow to safeguard children. A written policy is implemented effectively, which informs parents of her responsibility to act on any concerns about the children in her care, in addition to the necessary contact details for child protection agencies should the need arise. The childminder fully promotes children's safety both in the home and when out on walks or trips. She conducts clear risk assessments for outings to minimise hazards, so children can play safely.

The childminder has a strong understanding of meeting all the requirements of the Early Years Foundation Stage. She has kept up to date and implemented new systems to reflect the revisions to the framework. The childminder promotes a good working relationship with parents and she regularly exchanges information with them through daily contact books, verbal communication and written information in children's development records. She uses questionnaires to seek the views of parents and encourages them to share information about their children, which she takes into account when planning. She also evaluates her practice using feedback from parents, which gives her a good awareness of her strengths and the areas that require further improvement.

The childminder demonstrates that she has a sound knowledge of multi-agency working and has recently contacted other local provisions. She recognises that this enables consistency of care and learning, supporting children in making good progress.

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 |
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|-------|-----------|-------------|

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|---------|--------------|---|
| 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

| | |
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| Unique reference number | EY370849 |
| Local authority | Kent |
| Inspection number | 845748 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 17/03/2009 |
| 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, 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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