

Inspection date	27/03/2013
Previous inspection date	28/01/2010

The quality and standards of the early years provision	This inspection:	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 strong relationships with the children promoting their self-esteem and feeling of being safe.
- The childminder uses books and story sacks well to promote children's listening and communication skills.
- Children make use of a good range of resources and toys, which are spaced around the home encouraging children to explore the environment.
- The childminder provides good support to children during adult-led activities, adapting his language for the age of the child participating.

It is not yet outstanding because

- Policies are shared with the parents, but some policies need further information to keep parents fully informed, especially regarding dietary requirements.
- Parents enjoy sharing children's assessment records but they are not always encouraged to provide photos or 'wow' moments from home to further support the assessment of their child's progress.

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 majority of the inspection was spent observing the interaction of the childminder and the children.
- Discussion took place with one parent in person and other parent's views were obtained through completed questionnaires.
- Documentation was reviewed including policies, procedures and children's assessment records.
- Discussion took place with the childminder throughout the inspection, including a discussion about safeguarding.

Inspector

Jane Wakelen

Full Report

Information about the setting

The childminder was registered in 2000. He lives with his wife who is a co-childminder and adult son who works as an assistant, in Allington, close to the town of Maidstone. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family have a dog and a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He has ten children on roll in the early years age range. When working with his co-childminder, he can care for a maximum of eight children. The childminder is also registered to care for one child overnight. Children with English as an additional language and those with special educational needs and/or disabilities attend.

The childminder and his wife are both Quality Assured childminders. He collects and takes children to and from the local school.

What the setting needs to do to improve further

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

- develop further the policies and procedures, especially regarding food and dietary needs

- invite parent's to contribute to children's assessment records using photographs or observations, to celebrate children's achievements at home.

Inspection judgements

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

Children play in a well-resourced, welcoming home, where space is used particularly well to give children different areas to play in. The childminder has a good understanding about how to support children's development across the seven areas of learning and as a result children make good progress, taking into account their individual starting points. The childminder carries out regular observations and uses photographs to support these to provide a written assessment record of children's achievements. He uses a summative record every three months to provide a secure monitoring system of children's progress across all areas of learning. This same format is used to create the two year progress check, providing parents with a clear overall picture of their child's learning and

development.

Children enjoy daily opportunities for outside play, whether in the interesting garden or at the local park. Children explore the outside, weaving around the garden path and through the plants and down the steps. They can dig in the sand or observe the different birds using the bird feeders, learning their names as they do so. The interesting environment supports children's language and communication skills as they eagerly talk about the potatoes they have planted or to talk about what they are making in the sand. The childminder promotes children's language by asking open-ended questions and introducing new words to extend their vocabulary.

Children move around the home and garden with confidence, making choices of resources and activities or seeking out the childminder or his wife to share activities with. The good relationships established, help to promote children's self-esteem and enables children to flourish in the environment.

Children have excellent access to a wide range of stimulating books, which are displayed well around all areas of the home. Children show enjoyment as the childminder uses the props from the story sack to read a story about a witch and her broom. They show good attention and join in actively in the story telling. Books are also used to support children's mathematical skills as they count the objects in the book, recognise the colours and sizes of objects. This is followed up by a 'treasure hunt' using the posters in the setting to find different objects or numbers. Consequently, children are enthusiastic learners.

Children show real enjoyment as they dress up as different characters and proudly show off what they are wearing. They extend their imagination outside as they play with the dolls buggies and use the playhouse with the kitchen resources. Opportunities for messy play are offered regularly with painting, sticking and gloop.

The childminder works alongside his wife who is his co-childminder. They have a good knowledge of children's learning and development. This enables them to identify any concerns and to work with the parents to provide appropriate support to meet the child's individual needs. This good partnership with parents enables good sharing of information on a daily basis through the contact sheet in addition to discussion about the day. However, parents are not encouraged to contribute to their child's assessment records, for example through photographs. As a result, assessment records do not reflect the learning happening at home. Parents are asked for written consent for some aspects of care such as application of sun cream, regular outings permission and that they agree to the assistant working with their child. As a result, children's welfare is well promoted.

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

Children develop good relationships with the childminder and each other. He has a good awareness of their individual personalities, knowing their likes and dislikes. As a result, he meets children's needs well. For example, some children need regular cuddles for reassurance and some children have different likes for snack time, so a variety is offered.

Children behave well as a result of the good support they receive from the childminder. He reminds them about the importance of sharing and turn taking, which is encouraged when children feed the fish. Children are given gentle reminders about sharing as they eat their snack. When a few children forget, the childminder reminds them of the book they have read recently about how sharing is kind and good.

Children play in a safe, secure environment both indoors and outdoors. The childminder allows children to take controlled risks, such as negotiating the steps on the gravel path, through the plants. Children are encouraged to test their skills on larger play equipment at the park, supporting their physical skills and spatial awareness. They have opportunities to cut with the scissors and enjoy being 'grown up' as they collect older children from school, learning the importance of staying with the childminder. Children are reminded why they must wash hands after playing in the garden and before snack time to keep them healthy. They independently visit the sink, using antibacterial soap and paper towels. These good hygiene routines are demonstrated by the childminder to support children's understanding.

Children are given a good range of healthy snacks and meals. Children's preferences are taken into account as they make choices from the different fruits and raisins for snack. They have access to their drinks throughout the day, in colour-coded cups, which they store on pictures of themselves to act as a reminder of whose cup it is. Children's dietary requirements are recorded on their individual forms. However, when changes are made these are not recorded, resulting in less secure procedures. Children are supported in their healthy lifestyle through daily play outside, supporting their physical development and benefiting from fresh air. Non-mobile children can sit in the buggy, or are carried around so they too can experience outdoor play. When the weather is warmer, a rug is put down for children to become part of the older children's play.

Resources are stimulating, in good condition and are used well to engage children's attention. Children play in various rooms in the downstairs of the home accessing the books, construction, jigsaws and cause and effect toys. They are encouraged to look at the various posters around the home, supporting their awareness and interest in pictures, words and numbers.

The childminder has a good understanding in preparing children for school. He promotes their independence well, helping children to wash their hands, visit the toilet and help dress themselves. He provides encouragement and support with lots of praise, building children's confidence. Children learn the necessary skills, such as holding a pen, recognising their name and develop good listening and attention skills. The partnership with the parents supports this transition of children's next move into school.

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

The childminder has a good understanding of his responsibilities in meeting the learning and development requirements. He works closely with his co-childminder to ensure that

children are making progress in all of the seven areas of learning. They both make regular observations and review children's assessment records, to provide an accurate picture of children's development. Every week the childminder plans activities for the following week to meet children's individual needs. The strong partnership with his co-childminder provides good information sharing to keep children motivated and interested in their learning.

The childminder has a committed approach to safeguarding children. He has completed training and has policies in place, although since being updated this policy is available on the computer and is not accessible in the policy folder. He demonstrates a good knowledge of the procedure to follow if he has any concerns about children in his care. Thorough risk assessments are in place to identify any hazards within the home environment and on outings. This enables measures to be implemented to provide a safe place for children to play in. For example, stair gates are used to prevent children entering areas that are not safe and locks are put on cupboards that contain harmful substances.

The childminder has carried out a comprehensive self-evaluation with his co-childminder and has a well-developed knowledge of their strengths and areas to develop. They constantly monitor their practice and review activities for the children to maintain children's progress and development. Parents and children's views are used to inform the self evaluation to ensure that the provision meets the users individual needs.

The childminder is establishing good links with other providers and happily works in partnership with outside agencies. Written permission from the parents is obtained to seek information from other providers to develop a good system of sharing information to provide continuity of care for the children.

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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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	EY279087
Local authority	Kent
Inspection number	833511
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	28/01/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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