

Inspection date	01/02/2013
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 is an experienced, knowledgeable practitioner, who is dedicated to meeting children's individual needs.
- Children enjoy regular outings in the community where they develop good social and physical skills.
- There is a very strong partnership with parents who are fully informed about their children's learning and development.
- The childminder provides a homely and welcoming environment, which helps children to feel safe and secure.

It is not yet outstanding because

- Children have fewer opportunities to choose their own creative resources to explore and use in a variety of ways.
- There is room for further improvement for systems for self-evaluation by including all adults in reflective practice.

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 looked at children's assessment records and planning documentation.
- The inspector observed activities and the interaction between the childminder and the children
- The inspector carried out regular discussions with the childminder at appropriate times throughout the session.
- The inspector looked at a variety of records including children's records, self-evaluations and safety records.

Inspector

Linda du Preez

Full Report

Information about the setting

The childminder registered in 2003. She lives with her husband, who is her co-childminder, and their seven children in Paddock Wood, Kent. They live in a five bedroom house and use two bedrooms, the lounge with conservatory, the dining room, the kitchen and two playrooms for childminding. There is a fully enclosed garden for outside play. The family has a pet dog. The childminder works permanently with two other co-childminders and an assistant. All three childminders share equal responsibility for the provision. They currently have 28 children on roll who attend for a variety of sessions, 14 of whom are in the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is accredited and receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- provide children with regular opportunities to explore colour, texture and space by making materials, resources and sensory experiences freely available
- enhance systems for self-evaluation by including assistants in the process, to ensure opportunities for continued professional development and future improvements are maximised.

Inspection judgements

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

The childminder is very knowledgeable and experienced and has a clear understanding of children's learning and development. She works closely alongside parents when children first start at her setting to find out about children's progress and achievements. She also has good systems in place to observe children, track their progress and plan for the next steps in their learning. She continues to work closely with parents throughout to provide a consistent approach in helping children progress towards the early learning goals.

The childminder uses highly effective teaching techniques to support and challenge children's communication skills. For example, during story time she asks useful questions and extends children's ideas by asking 'where' and 'why'. Children show delight by actively being engaged in the story and recalling the storyline afterwards. The childminder

encourages children to use their imagination and creativity, as they act out the characters of the story and pretend to go to sleep. Children evidently enjoy the learning experience as they later independently select the book and recall the story to each other. This positive experience supports children's early literacy skills.

The childminder offers children a great deal of support when needed, but also encourages them to become independent and explore according to their own level of interest. She plans activities to enable children to develop the necessary skills for starting nursery and school. For example, she encourages children to practise and develop their early writing skills and children enjoy making marks and learning about letters, sounds and basic words. Children also enjoy using a good variety of resources such as puzzles, games and number games to support their mathematical development. Children are able to express themselves through a variety of organised activities such as painting, role play and musical instruments. Children have vivid imaginations and enjoy dressing up and playing with dolls in the well-resourced role-play area. However, creative resources such as art materials and material used for junk modelling are not within easy reach for them to choose when feeling creative. The childminder plans a wide range of outings such as visits to local messy play events, libraries and parks. This supports children's learning and enables them to learn about the world around them.

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

The childminder has established trusting relationships with children in her care. Consequently, children enjoy the comfort of cuddles and know how to seek reassurance when needed. This creates a homely atmosphere in which children feel safe and valued. They benefit from familiar routines that are consistent with their experiences at home, which help them feel secure. This is because the childminder works closely with parents to find out information that will enable her to know the children well as soon as they start attending the provision.

The childminder has a very caring approach and is very attentive to children's needs, which supports their emotional and physical well-being. She uses clear and consistent methods to manage children's behaviour and is a very positive role model. She encourages children to take care of their environment by working with them to tidy up resources. She praises children's efforts enabling children to have a sense of satisfaction. Consequently, children are very well behaved and the provision has a calm yet vibrant atmosphere.

Children play and explore in a very clean, safe and secure environment because they are appropriately supervised throughout the day. The childminder checks her home vigilantly to make sure all areas are safe for children to play and explore. Children benefit from trips to the park and local playgroups, where they can use different equipment to develop their physical skills and enjoy the fresh air and exercise as part of a healthy lifestyle.

The childminder helps children to learn the importance of hygiene as she talks to them during their mealtimes and activities about hand washing and gentle reminders when

children forget. As a result, children independently wash their hands at appropriate times to promote their good health. The childminder provides children with a healthy, balanced diet. They enjoy fresh cooked meals and fresh fruit and vegetables throughout the day. This helps children learn to make healthy choices from an early age.

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

The childminder, along with her co-childminders, manages the setting efficiently. They implement thorough procedures to ensure that routines are clear and extremely well organised. The childminder has an excellent understanding of the welfare and safeguarding requirements and is vigilant in her supervision of children. She ensures that people looking after children, and any other person who has regular contact with children, are suitable to fulfil the requirements of their roles. They provide good levels of supervision to the assistant who has developed a good understanding of the Early Years Foundation Stage due to the support she receives at the provision.

The childminder and her co-childminders effectively evaluate the provision and engage in cycles of planning and reviews. They make good use of their observation of children to include their views into plans for the future. They also regularly consult with parents to ensure that they consider their point of view. For example, they purchased new playground flooring in response to suggestions from parents. However, the childminder's assistant does not currently play an active role in the evaluation of the provision, which means her thoughts and ideas are not consistently included in future developments.

The childminder has a good approach to supporting continuity in children's care, learning and progress. Parents routinely look at their children's progress records and benefit from regular meetings to discuss children's progress fully. The childminder demonstrates an excellent understanding of how to seek support from outside agencies, for children with additional needs when necessary. She visits other local providers such as childminding network groups and playgroups. She is an accredited childminder and is a member of her local childminding network group. Furthermore, she has established strong links with local primary schools to support children as they prepare to move onto school. This effectively supports partnership working and opens channels of communication.

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	EY257376
Local authority	Kent
Inspection number	901101
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	28
Name of provider	
Date of previous inspection	22/04/2009
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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