

Inspection date	21/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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 this gives them a strong sense of security.
- The childminder provides children regular opportunities to go to local toddler groups, parks and library which enables children to explore and learn about their community.
- 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.
- The childminder has a positive attitude towards continually improving the quality of care and learning experiences she provides to children.

It is not yet outstanding because

- Children do not always have the opportunity to explore their own creative ideas.

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 Wade Barnett

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and pre-school age child in Marden, Kent. The whole of the ground floor of her home and one bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder has a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age group, on a part-time basis. The childminder is situated close to public transport links, schools, shops, parks and other amenities.

What the setting needs to do to improve further

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

- 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 well due to her clear understanding of how children learn and develop. The childminder promotes all aspects of children's learning through the 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 children's interests and meet their needs. This means that children enjoy their play and become absorbed in activities. Children thoroughly enjoy playing with toy animals or favourite dolls. 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 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.

The childminder uses the guidance 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 encouraged to contribute information about their children's achievements at home, which promotes a shared approach to children's learning. The childminder is fully aware of the two-year progress check and ensures children's individual achievements concentrate on the areas that are relevant to this check in readiness of completing them.

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

The childminder develops strong bonds with the children in her care. They approach her for a cuddle or when feeling tired, reflecting their feelings of security and being safe. The childminder knows the children well and provides activities that she feels will interest them and engage their attention. She has a good awareness of their stage of development and encourages their independence well. They investigate and 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 takes children's safety seriously. She provides the children with a safe and secure environment where they have the freedom to explore and use all the areas available to them. Children receive clear explanations about safety. For example, the childminder encourages them to tidy up the toys afterwards and explains why. Children learn to keep themselves safe through the careful explanation and the childminder's demonstrations. For example, the childminder talks to children about using stairs safely, encouraging them to sit on their bottoms when coming downstairs. Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy fresh or dry fruit choices for their snacks and water to drink.

Children's behaviour is good; they get on well with each other and the childminder implements appropriate behaviour management strategies to encourage good behaviour. 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 move to pre-school.

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. The childminder has a clearly effective evacuation

procedure in place that helps to protect children in an emergency. 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 a very positive attitude towards continuous improvements to her service. She has completed a written self-assessment. Parents, through questionnaires, are encouraged 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 care diaries 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. The childminder recognises the importance of developing working relationships with other professionals involved in children's care and learning.

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	EY456002
Local authority	Kent
Inspection number	893896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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