

Inspection date	05/06/2013
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

- Children have formed strong relationships with the childminder and each other.
- Parents are encouraged to be involved in their children's learning, providing positive outcomes for them.
- Children are making good progress because the childminder has a good understanding of how children learn and easy to follow assessment to support her in planning for their individual learning.
- A high regard for children's safety and welfare routines ensure that they are well cared for and happy.

It is not yet outstanding because

- Partnerships with other early years settings children attend are not fully established to promote continuity in their learning.

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 observed activities in the childminder's home.
- The inspector had discussions with the childminder and parents.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector viewed the childminder's web-site.

Inspector

Karen Scott

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner in Snodland, close to shops, parks, schools and pre-schools. Most of the childminder's home is used for childminding and there is a rear garden for outside play. The family have a cat. The childminder is registered on the Early Years Register and is currently minding two children in this age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She offers care to children aged over five years to 11 years. The childminder is qualified in childcare, to CACHE Level 3. The childminder walks and drives to local schools to take and collect children. She attends toddler groups on a regular basis. The childminder is a member of an approved childminding network.

What the setting needs to do to improve further

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

- build links with other early years providers to provide continuity of care and learning.

Inspection judgements

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

The childminder finds out children's interests and their developmental starting points from the outset so she can meet their individual needs. The childminder helps children make good progress in their learning because she has a good understanding of how they learn through play. She makes regular observations that she uses to assess children's development and to plan for their learning. Children's learning journals are easy to understand and follow, helping the childminder to help children to make good progress through the developmental stages.

Children are greeted warmly by the childminder and settle quickly as their favourite toys and resources are arranged attractively to encourage play. They may make choices about what they play with too. The childminder encourages children's communication and language as she gives clear explanations to children and talks to them about the activities they enjoy. Children listen and follow instructions well. Looking at books is a favourite activity so the childminder ensures that they are easily accessible and surrounded by comfortable seating. Children find their favourite books and enjoy looking at them with the childminder, turning pages and interacting with stories. The childminder encourages children to playing in the garden and at local parks on a daily basis. This helps children to develop their physical skills. The childminder encourages children to develop their finer

physical skills as they enjoy building up and knocking down towers. The childminder encourages children to think about numbers, as they count the counting buttons as they do them up, for example. The childminder helps children learn about simple shapes as they use shape sorters.

Musical instruments are freely available and children enjoy dancing. The childminder provides good opportunities for imaginative play to enable children to act out what they see adults doing. For example, children pretend to pour tea and offer it to others. The childminder introduces children to simple technology. For example, younger children push buttons on programmable toys, listening to the sounds that they make. Children have good opportunities to develop an understanding of the world through gardening and cooking activities.

The childminder interacts positively with children, encouraging them to participate in a range of activities, and has high but realistic expectations. Parents are encouraged to become involved in their children's learning journeys and contribute to their developmental records, celebrating children's achievements with the childminder. Working together means that parents feel fully involved in their children's learning and helps their child make good progress.

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

The childminder works very closely with parents and carers to ensure that children's individual routines are respected, helping children to settle very well with her. Children feel safe and secure with the childminder as their well-being and safety is given very high regard. Relationships are strong which further supports children who are very happy with the childminder.

Children play outside daily, helping them to understand the importance of regular fresh air and exercise for a healthy life style. Meals are healthy and nutritious and the childminder encourages children to try new foods and to feed themselves, promoting their growing independence. Eating together encourages younger children to learn the good behaviour of older children at dinner. Children are keen to undertake self-help skills such as putting their shoes on and are praised when they do so. The childminder has organised the learning environment to encourage children to explore, and to develop their walking skills safely. Consequently, when children do occasionally stumble, they fall safely.

Children are developing skills that prepare them for the next steps in their learning such as playing cooperatively and being independent learners. The childminder works closely with parents. She explains how she uses national guidance, to track children's development, understanding that all children learn at different levels.

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

The childminder has a high regard for the welfare and safety of the children that she cares for. The childminder continuously assesses her home to ensure that children play in a safe and secure environment. Before children wake up the childminder undertakes further assessments, putting bags and cups, for example, behind safety gates and removing any potential hazards as children are in the early stages of walking. The childminder has a good understanding of her role in safeguarding children and is proactive in keeping children safe, liaising with relevant agencies for support and the benefit of children when appropriate. She follows effective safeguarding procedures regarding the use of photographs and social networking sites. All members of the household have completed relevant checks as required, through Ofsted. The childminder meets all safeguarding and welfare requirements.

The childminder is keen to provide a service that continuously evolves to improve outcomes for children and their families. Improvement plans have already been implemented, such as changing the layout of the environment to provide more room for children to play. The childminder takes into account individual children when evaluating her practice. For example, she notes that children are keen on stories. Consequently, she plans to make story sacks to develop children's blossoming listening and communication skills with an activity they particularly enjoy. The childminder also works closely with the childminding network, valuing their views and opinions on improving her practice. The childminder demonstrates a good capacity for continuous improvement. Children's developmental folders are arranged in a way that makes it easy for the childminder to monitor children's learning and to ensure that they participate in a broad and varied curriculum. Therefore, children are making good progress in an environment that supports their individual learning needs.

Parents and carers are welcomed warmly to the childminder's home and encouraged to participate in their children's learning journeys. Parents and carers report that they are very well informed and greatly appreciate being part of their children's learning. They are extremely happy with their choice of childcare and the positive interaction that their children enjoy, saying that they are very happy and very well cared for. The childminder has developed systems to share information about children's learning with others that will share their care. However, she does not yet link with all pre-schools children attend.

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	EY452967
Local authority	Kent
Inspection number	918611
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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