

Inspection date	11/06/2013
Previous inspection date	16/09/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder demonstrates a secure knowledge of the Early Years Foundation Stage requirements and an excellent understanding of how children learn and develop. As a result, young children enjoy an extensive range of resources and play experiences across all areas of learning.
- The childminder's partnership with parents is first-rate and ensures that parents can fully support their child's learning and development at home.
- Children's language development is a very high priority for the childminder. She has extensive knowledge of working with children with complex needs and is proficient in the use of sign language. As a result, she is highly skilled at enhancing children's vocabulary and communication skills during activities and daily routines.
- Regular reviews of children's development support the childminder to clearly track and monitor each child's individual progress and development. Individual development plans are set as a result of this comprehensive monitoring and tailored to enhance each child's current stage of development further.
- The childminder demonstrates an excellent understanding of health and safety and comprehensive risk assessments are completed to identify and minimise any hazards.

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 discussed with the childminder her practice and planned activities to promote children's learning and development.
- The inspector sampled documentation such as developmental profiles, attendance records and accident and medication records.
- The inspector looked at the children's learning journals and planning documents.
- The inspector read parent and child questionnaires and comments from parents in thank you cards and on progress reports.
- The inspector viewed the indoor and outdoor learning environments.

Inspector

Lara Hickson

Full Report

Information about the setting

The childminder registered in 2006 and is on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. There are currently nine children on roll, of whom three are in the early years age range.

The childminder lives with her husband and adult daughter in Dartford, Kent. Children have access to the through lounge for play. There is also an enclosed garden for outdoor play. The childminder walks with children to and from schools and visits the local library and play parks. She is an accredited childminder.

What the setting needs to do to improve further

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

- enhance further children's understanding of the world by extending the use of information and communication technology using children's own experiences.

Inspection judgements

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

The childminder demonstrates an extremely secure knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, children make extremely good progress in her care. She allows young children time to explore and initiate their own play opportunities, while being on hand to motivate and engage them in learning, stepping in when they require help or encouragement. The childminder plans extensive, interesting and challenging learning opportunities for children to enhance their skills. Children are able to explore and investigate the range of resources freely because they are very well organised and low level, enabling children to independently choose what they would like to play with. This encourages their decision making skills. Educational posters and children's art work are displayed to create a bright, welcoming setting and to support learning effectively. The childminder demonstrates an excellent understanding of child development and how children learn through play. She plans a wide range of child-initiated and adult-led learning experiences which are tailored to children's individual age and stage of development. The childminder has built very close relationships with children in her care and is responsive to their individual care and learning needs.

The childminder promotes children's play extremely well by building on their individual interests and challenging them to learn and develop further. For example, she has recently

purchased a range of innovative, additional construction resources, such as multi-link stars, after observing how much some of the children enjoy these activities. She supports children's early mathematical skills through counting objects and singing number rhymes. She also uses counting stories, number puzzles and dominoes to encourage number recognition and counting skills. The childminder make extensive use of planned activities in the home and in the local community to support children's development further. For example, she organises a weekly signing group at her home which incorporates signing activities to extend communication while also encouraging children's social skills. Outings to local toddler groups promote sharing and turn taking skills and encourage children's social skills. Communication and language is supported exceptionally well by the highly skilled childminder who values children's language development from their early babbling through to children developing and expressing their own ideas. She has an exceptionally positive approach to supporting children with English as an additional language. She obtains key words and phrases from parents during the settling-in period and has a wide range of dual language and linguistic resources. She has asked some parents to record words in their home language on a word wand to develop the emerging listening and language skills of children with English as an additional language.

The childminder supports children's personal, social and emotional development extremely well and children demonstrate excellent levels of self-esteem and confidence. She provides children with ongoing praise and encouragement as they attempt new tasks or achieve a new milestone. The childminder plans an extensive range of activities and has a wide range of resources to support children's understanding of the world around them. She has a good range of resources which promote children's understanding of technology; however she occasionally misses opportunities to use children's own experiences to develop their understanding further.

The childminder's regular and extensive evaluation of children's progress ensures that she is able to extend each child at a level individual to their age and stage of development. Each child has their own comprehensive 'Learning Journey' book where their progress is extensively recorded using written observations and photos. These are a first-class record of children enjoying an immense range of learning experiences across all areas of learning. Any additional learning needs are identified quickly and support is put in place to ensure the child's individual needs are met. The childminder completes two year progress checks for which are extensive and informative, highlighting the children's excellent progress and how the childminder will extend their learning further in partnership with their parents. Parents' comments on these assessments are glowing and include 'we are so proud of our child's progress and appreciate the ideas on how we can support next stages at home' and 'she is a brilliant childminder and we know our child will reach his true potential with her'.

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

The childminder's highly effective settling-in procedures support children to form strong emotional attachments with her. Children are extremely happy and secure, forming close bonds with the childminder and her family. The childminder is extremely nurturing in her

approach and this promotes children's feelings of security and belonging. She discusses all aspects of children's individual needs with parents during settling-in sessions and uses information from these discussions to support children's move into her home. The childminder aims to visit each child so they can get to know her first in the security of their own home environment. Once the childminder feels that children are happy and settled in her care, she incorporates outings to local parks and toddler groups to extend children's social skills further.

The childminder supervises children closely and encourages children to take responsibility for their own safety. For example, when opening and excitedly exploring a parcel full of new toys delivered during the inspection, the childminder encourages children to tidy other toys away before playing with the new ones. She explains that if there are too many toys on the floor they may trip over them and hurt themselves.

The childminder effectively promotes children's health. She has stringent hygiene routines to protect children from cross infection. The childminder uses a hand washing kit with ultra violet light which she uses periodically with the children to promote good hygiene and to discuss the importance and benefits of hygiene. Young children are able to rest comfortably in line with their home routines and the childminder monitors them closely while they are asleep. Children are developing a very good understanding of healthy lifestyles through the provision of healthy snacks and meals and daily opportunities for fresh air and exercise. As well as access to the garden area, the childminder plans regular outings to local parks and to an allotment where they grow their own vegetables. Children enjoy music and movement sessions and ballet at the childminder's home. She has a valid paediatric first aid qualification ensuring that appropriate first aid is given in the event of an accident or emergency. The childminder has very thorough procedures for recording accidents and the administration of medication. These are comprehensively shared with parents.

Individual dietary needs are extremely well met by the childminder who is highly aware of the children's specific allergies, cultural and religious restrictions and dislikes. Children develop valuable healthy eating habits as the childminder encourages them to try different and unusual meat, fruit and vegetables from the weekly organic box delivery. The childminder grows some produce in her garden and children are currently enjoying growing chilli peppers and potatoes. The childminder further extends children's understanding of healthy eating and plant growth from regular visits to her allotments. All of these activities extend children's understanding of what foods are healthy for them and promote children's health and well being.

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

The childminder demonstrates an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, particularly with regard to recording and reporting any concerns relating to child protection. She ensures all appropriate checks are completed for adults living in her home. She reviews periodically her extensive risk

assessments, including for the indoor and outdoor environments and for outings, to minimise any hazards or risks to children. She completes risk assessments relating to the complex and individual needs of some of the children she cares for to ensure their safety and to assess any potential impact on other children. For example, she has put additional precautions in place to ensure the safety of children who like to climb.

The childminder has further enhanced her outstanding practice since her last inspection. Observation and assessment systems are excellent and provide an extremely accurate picture of children's progress in relation to their initial starting points. She uses self-evaluation extremely effectively, including seeking the views of parents and carers, children, students and other childminders, to monitor her own practice and to plan for future development. She uses her work with students extremely well to significantly enhance her own practice. For example, she recently worked in partnership with a student completing an early years degree to enhance learning opportunities for children in the garden area. The childminder exudes a passion for high quality childcare and is dedicated to enriching the care and learning experiences of children in her care. In numerous testimonials, parents and students are full of praise for her dedication and commitment.

The childminder works extremely effectively in partnership with parent and carers. The childminder communicates very well with parents through daily contact books, text messages, telephone calls, emails, newsletters and meetings. She is open and receptive to suggestions from parents to improve her setting and facilitate progress and achievement for every child. Comments highlight parents' excellent views of the childminder and her service. These include 'She excels in every aspect of childminding', 'She is outstanding in everything she does. She is one in a million' and, 'I could not do without her. She is the only childminder that I have had that understands my child's needs'. The childminder encourages parents to observe their children in play at their home and uses information to assist her and them in developing the child's learning further. She shares with parents and carers an extensive range of reference books and leaflets on different aspects of learning and development, such as behaviour management and toilet training, to ensure consistent approaches at home and in the setting.

Partnerships with others are also highly effective in meeting children's individual needs. The childminder uses educational statements and reports from speech and language specialists, paediatrics and physiotherapist, in conjunction with discussions with parents, to further support children's developmental and learning needs. The childminder has created high quality story sacks which are shared with other settings that the children attend. All required records and documentation are in place and readily available for inspection. There is a comprehensive record system in place with extensive details of the childminder's suitability, training completed and policies and procedures. This clearly outlines how the childminder caters for children's individual care, welfare and learning needs in her safe, welcoming setting.

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	EY335377
Local authority	Kent
Inspection number	907305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	16/09/2010
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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