

Inspection date

Previous inspection date

25/06/2013

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 is warm, caring and friendly and this results in children feeling secure and happy.
- The childminder promotes children's physical skills effectively because they enjoy plenty of exercise and outside play.
- The childminder handles any disputes calmly and sensitively. This results in children developing good social skills, so they share resources and take turns.
- The childminder has a good range of documentation that she uses successfully to help make parents aware of her childcare practices. This helps promote a consistent approach to children's care and learning.

It is not yet outstanding because

- The childminder has not fully developed the outdoor play area to help support children's developing independence and learning about the natural world.
- The childminder has not established fully effective links with other early years settings in order to work together to support children's education as consistently as possible.

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 indoors and in the garden.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents from information in the childminder's questionnaires.
- The inspector discussed childcare practices with the childminder.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2012. The childminder regularly works with her husband who is her assistant. They live with their two school aged children in a house in Sevenoaks, Kent near to schools, parks and shops. The whole of the ground floor and all the first floor bedrooms are used for childminding. There is an enclosed garden available for outside play. There are some shallow steps in the garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding seven children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local carer and toddler groups.

What the setting needs to do to improve further

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

- develop the outdoor area, so that it is a more stimulating learning environment where children increase their independence and exploratory skills, particularly in regard to the natural world
- develop more effective systems for the two-way sharing of relevant information with other settings that children attend, in order to promote continuity in children's learning as well as possible.

Inspection judgements

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

The childminder has good systems for helping children develop and learn. She works closely with new parents to help settle children. The childminder gains useful information from parents about children's starting points and interests. This enables her to provide resources and adapt activities to meet children's individual needs and cover all areas of learning. As a result, children settle quickly and feel at ease in the homely environment. The childminder has good processes for the ongoing observation and assessment of every child. She effectively identifies the next stages for children's learning and plans activities that help them continue to make progress towards the early learning goals. Parents share in children's learning and are kept well informed about their children's achievements. They regularly see the 'learning journal' records and the childminder encourages them to share what they know about their child.

Children make good progress in relation to their starting points and are well prepared for moving on to school. They use plenty of suitably stimulating and challenging resources indoors. Children develop good levels of independence here as they make choices and decisions about their play. They happily take part in activities and play well together. Children have fun exploring and investigating their world. They find out how things work as they play with toy laptops and simple technology. Children concentrate well at activities. They show good coordination and control as they play in the water tray and water the plants using the watering cans.

The childminder interacts with children as they play and extends their learning. She promotes their mathematical skills well as she encourages them to look at the shapes and pictures as they play with puzzles. The childminder talks to them about what they are doing and encourages them to respond. Children show they are developing good communication skills as they competently use simple sentences when talking to the childminder. They make the appropriate animal sounds as they play with the pop-up animal toy. Children develop good literacy skills as they listen to stories and look at books. They gain a good range of skills to support the move to the next stage of their early education.

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

The childminder promotes children's well-being effectively. As a result, children show they feel safe, content and are keen to learn. Children form strong attachments to the childminder and her assistant. They enjoy cuddles when they feel tired and show they like adults to join in with their activities. The childminder fosters children's self-esteem as she praises and encourages them. Children become confident learners who have fun exploring on their own and with others. They form good friendships and show an increasing interest in, and care for, others. For example, when a baby arrives, another child independently finds toys for the younger one to play with. The childminder uses effective strategies for managing children's behaviour. She helps children gain a positive attitude towards diversity as they learn about different countries and traditions. For example, she shares her own festivals and artefacts with the children. They try her food and have fun using chopsticks to eat.

Children enjoy the good range of resources made available to them. The childminder has thoughtfully labelled the toy boxes with pictures and words. This system helps promote children's independence and literacy skills, as they learn where items are kept. Children move safely and independently around the home and garden. However, the outdoor area is not as inviting and well-organised as the indoor environment. There are fewer opportunities for children to easily make their own choices here or explore the natural world, owing to a lack of resources.

Children develop a good awareness of how to stay safe as the childminder gently reinforces safety messages with them, such as the need to sit on chairs properly. She sensitively explains to children why a certain action is unsafe. Children regularly practise fire evacuation with the childminder so they know what to do in an emergency. When they

go on outings, children learn how to stay safe as they cross roads and visit parks. They develop good physical skills and learn to take risks when they try more challenging outdoor play equipment in the parks.

The childminder competently promotes children's good health. She maintains a clean home by carrying out robust hygiene procedures. Children enjoy a healthy diet that includes plenty of fresh fruit and vegetables. They learn about what is good to eat and why as they take part in discussions and planned activities. They adopt good personal hygiene practices such as washing their hands after they have been playing outside.

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

The childminder has a good working knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains all the legally required documentation in a professional and organised manner. The relevant records are shared with parents, so they are kept fully informed about their children's well-being. The childminder shows a good understanding of her role and responsibility in reporting any child protection concerns. She has booked on a safeguarding training course in order to increase her knowledge in this area. The childminder gives high priority to keeping children safe. She has robust procedures for outings that include children wearing high visibility vests and wristbands with her contact details. The childminder and her assistant carry out rigorous daily safety checks on the home and garden to help make sure children can move around safely.

The childminder is well focused on meeting the learning and development requirements. She is continually reviewing her educational programmes and assessment systems. The childminder gains valuable advice from support workers to help improve her assessment system. She confidently uses relevant documents and guidance to help assess children and plan suitably challenging activities that continue to meet children's needs. As a result, she competently identifies and narrows any gaps in children's learning. The childminder is fully aware of the need to work closely with parents and agencies to support individual children as needed. Partnerships with other settings are not fully effective in helping to promote consistency in children's learning.

The childminder shows a realistic awareness of her strengths and weaknesses. She has a simple but effective system for identifying areas for development to help improve outcomes for children. The childminder has made significant improvements to her provision since registration. For example, she has increased resources, including access to craft materials and improved safety for children. The childminder and her assistant are currently in the process of creating more free play space indoors for children, so demonstrating the ability to drive continuous improvement. The childminder is keen to regularly repeat the use of questionnaires with parents to gain more ideas of how to improve her childcare provision. Parents expressed very positive comments about the childminder. They appreciate the feedback she gives them both verbally and through daily care diaries and learning journals. Parents like the 'warm, welcoming and caring

environment' and the way the childminder manages children's behaviour.

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	EY455973
Local authority	Kent
Inspection number	896700
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	13
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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