

Inspection date	08/07/2013
Previous inspection date	20/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 skilfully challenges the children to think and make connections in their learning during their play activities.
- The childminder sensitively joins in with children's play, fitting in with their ideas and interests. She confidently extends children's vocabulary and helps them build on their language skills.
- The childminder has an excellent understanding of how to promote the health and safety of the children in her care. The activities children take part in encourage a healthy and active lifestyle. The childminder diligently assesses and minimises risks to her premises.
- The childminder develops successful partnerships with parents so they share a good understanding of children's needs. Parents are well informed about children's learning through the regular sharing of development information.

It is not yet outstanding because

- Children do not always have the opportunities to explore many natural resources outside.

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 young children involved in various learning and development activities within the childminder's home, including play, feeding and sleep times.
- The inspector took account of the views of parents provided through written notes and thank you cards and reviewed parents' comments and information included in daily care diaries and the childminder's self-evaluation form.
- The inspector examined a sample of policies and records, including evidence of suitability, training and qualifications.

Inspector

Shan Jones

Full Report

Information about the setting

The childminder registered in 2004. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children with her sister who is also a registered childminder. The childminding takes place at her sister's house, where she lives with her husband and three children, in Sevenoaks, Kent. There are two playrooms in converted cabins at the rear of the property. There is an enclosed garden for outdoor play. The family has a dog.

The childminder is currently minding ten children in the early years age range jointly with her sister. She also offers care to children aged over five years to 11 years. The childminder collects children from the local schools. The childminder is a member of the National Childminding Association (NCMA).

What the setting needs to do to improve further

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

- develop the use of the garden environment for children to explore more natural resources. For example, by providing shells, sponges, streamers, feathers and wood.

Inspection judgements

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

The childminder demonstrates a good knowledge of the seven areas of learning and how children learn through stimulating play experiences. She provides them with an exciting range of planned, adult-led activities, as well as providing good opportunities for them to explore through self-initiated play. The childminder gives children time to follow their spontaneous interests, providing rich and varied resources, which help them to develop and expand their own ideas. For example, children thoroughly enjoy sand play outdoors using a variety of tools and containers to dig and build.

Children make good progress in the development of their communication and language skills. The childminder encourages children by talking and responding to them during play sessions. They are encouraged to name pictures and objects and the childminder repeats these back to them. She clearly pronounces these to help them hear how the words should sound. Children develop strong relationships with the childminder. Children relish joining together as group and selecting items from the song bag relating to their favourite song. They receive lots of praise and encouragement, which assists in building up their

confidence, self-esteem and develops their independence. Children thoroughly enjoy art and craft activities, using a range of materials to develop their imagination. They have great fun as they have opportunities to create vibrant octopus's where they carefully consider where to put their facial features. Children are gaining confidence in identifying numbers, colours and shapes in their play. They are encouraged to problem solve. For example, by counting the number of legs needed for their octopus collage.

The childminder develops good partnerships with parents as she invites them to attend visits prior to the children starting. She finds out useful information about the children through talking to parents and observing the children in the setting. She effectively uses the information to plan for children's learning and care needs.

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

The childminder is well organised and provides an attractive welcoming child-friendly environment where children are confident to play and explore. She is safety conscious and takes positive steps to identify hazards, minimise risks, and ensure the environment is secure and safe, both inside and out. She constantly assesses risk to children when they are out and closely supervises them at all times. Children learn safe behaviour as they learn about crossing roads safely and practice fire evacuation. They help pack away toys to prevent trips and develop a sense of responsibility. Sensitive reminders when children throw sand enable them to learn when behaviour is not acceptable. The childminder treats children with care and respect and develops children's understanding of how to share toys and take turns during play. The childminder has effective settling-in procedures in place, which help children to settle quickly. They build strong relationships with each other and the childminder. Children's views are sought and their ideas for their favourite foods have been incorporated into the menu.

The regular sharing of information between the childminder and parents enables children's individual needs to be met effectively. The childminder follows children's home routines as closely as possible to help promote their feelings of security. Children seek reassurance from the childminder when they need it and she responds calmly and caringly.

The childminder is aware that when children start school it is important for them to be independent in taking care of their possessions and personal needs. Therefore, she is encouraging children to learn to be independent. For example, they get their own shoes and attempt to put them on before they go out to play. Children are supported to live healthy lifestyles as there is a successful focus on outdoor activities and on the importance of eating healthy foods and snacks. Children have their own vegetable patch and grow a variety of fruit and vegetables which they enjoy eating. They love to bake, making butterfly biscuits and animal shape biscuits. The environment indoors and out, is well resourced and welcoming and provides a range of experiences, which children freely access with pleasure. However, the garden does not provide opportunities for children to explore a wide range of natural resources.

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

The childminder is very conscious of her duty to protect children in her care at all times and she is aware of the procedures she should follow if she has any safeguarding concerns. She gives high priority to providing a safe environment for children, through robust risk assessments, constant monitoring and close, age-appropriate supervision of children to promote their safety. For example, regular fire drills raise children's awareness of what to do in the event of a fire.

The childminder's effective leadership and management enables her to care for children in a warm, nurturing and well-organised environment. She understands the children's specific individual needs and meets them very well, because she talks to parents each day about each child. Parents praise the positive partnership the childminder has with them regarding her childminding service. The childminder demonstrates a good understanding of her responsibilities with regard to meeting the learning and development requirements. She plans and provides a range of exciting experiences for children that are suitable for their individual needs. She uses her regular observation and assessment system effectively to ensure that all children make good progress in their learning. Her planning is flexible and she regularly adapts it suit the needs of the children attending on the day. As a result, children make good progress from their various starting points and the childminder is quickly able to identify any gaps in their learning.

The childminder shows a commitment to continuing to build on her previous experience and early years qualifications. She has the drive to do the best she can and intends to access further training courses, as they become available, to extend her skills and keep her knowledge fresh. The childminder ensures parents participate in the evaluation of the setting through discussion, the children's daily diaries, their learning journeys and parent's questionnaires. She spends much time talking with children about their favourite activities and other things they would like the childminder to introduce. The childminder builds good partnerships with parents providing continuity for children and reassurance for parents. Information is shared effectively, both verbally and in children's daily diaries, to which parents contribute. Relationships with other providers delivering the Early Years Foundation Stage where children attend are good and this promotes continuity in children's care.

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	EY224794
Local authority	Kent
Inspection number	837060
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20/01/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

