

<b>Inspection date</b>	10/09/2013
Previous inspection date	14/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 feel safe and secure in the childminder's home, where she provides a caring and loving environment, which enhances their sense of belonging.
- The childminder uses assessment and planning effectively to help children progress.
- 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 good ability to look critically at her practice and make changes, which improve outcomes for children and their carers.

#### **It is not yet outstanding because**

- Arrangements are not fully effective for liaising with other settings where children attend more than one provision, to provide a consistent approach to children's learning.
- Overall, children have good opportunities to engage in arts and craft, although they 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 looking at documentation and the childminder's policies and procedures.
- The inspector checked evidence of safeguarding knowledge, took account of the childminder's self-evaluation and views of parent questionnaires.
- The inspector viewed the rooms and garden used by children.
- The inspector spent time observing interaction between the children and the childminder.

## Inspector

Joanne Wade Barnett

## Full Report

### Information about the setting

The childminder registered in 2005. She lives with her husband, two adult children and one school age child in a semi-detached house in Tunbridge Wells, Kent. The childminder uses the ground floor for childminding purposes. There is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group, on a part-time basis. She also cares for older children before and after school. The childminder is close to public transport links, schools, shops, parks and other amenities. The childminder has completed a level 3 Diploma in Childcare.

### What the setting needs to do to improve further

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

- strengthen partnerships with other early years providers where children attend more than one provision, for example, by sharing information about children's development to provide a more consistent approach to their learning
- extend opportunities for children to use their own ideas and imagination whilst 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 successfully completes observations of children's achievements, interests and developmental milestones, to share with parents and to plan children's next stages of learning. The childminder's observations and assessments securely demonstrate that the children are making good progress, taking into account their starting points. Parents are also fully involved in the assessment and planning process, which enables them to play an active role in their child's learning, and to support their child's learning at home. This consistent approach provides children with good continuity to underpin their future learning. The childminder demonstrates an understanding of the requirements of the progress check at two.

The childminder makes sure that she provides resources and activities that reflect a child's interests and meets their needs. This means that children enjoy their play and become absorbed in activities. Children thoroughly enjoy playing with dolls and threading beads,

asking the childminder questions about how many they have and talking about the colours. They show good coordination and control as they use the different pre-cut coloured paper for gluing on to their plastic cartons. Pictures on display show children explore the varied art and craft activities the childminder provides. 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. This limits children's opportunities to use their imagination creatively.

The childminder encourages children to think by asking them open-ended questions. She speaks clearly and introduces new vocabulary to extend their language well. The childminder listens with interest to the things children say, giving them confidence to express their views. Children are beginning to use mathematical language in their play. They talk about shadows in the garden, and explore which one is 'tall' or 'small'. They count the numbers of everyday objects, and count the bikes in the garden. Books are easily accessible and children choose books that interest them. Some labels are in use around the home, for example on storage boxes. This supports the children's recognition that words carry meaning.

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

Children develop caring relationships with the childminder and this positively promotes their emotional well-being. Playing with other children, whether at the childminder's home or when out in the community, helps children to develop good social skills and an understanding of the world around them. Children are motivated and confident as they readily select the toys they wish to use, with a purpose and reason. They approach visitors confidently to show them their favourite toy, and engage them in showing how to run in the garden. Children are starting to show kindness and consideration for others. For instance, they share the toys that they are playing with, allowing others to join in. Children's behaviour is good and the childminder consistently offers words of praise for their efforts and achievements.

The childminder supports children's physical skills well. There are many opportunities for children to exercise and enjoy fresh air, such as on walks in the local area, in the garden, playgrounds and at parks. Children explore the garden, they enjoy running and using ride-on toys amongst other activities. The childminder is on hand to offer support and encouragement, enabling children to gain confidence in their developing skills. Children's dietary needs are fully recognised and met in consultation with parents. Children enjoy a range of fresh fruit choices for their snacks. They are encouraged to develop their self-care skills as they begin to use spoons to initiate and develop their independence in feeding. When appropriate, they are encouraged to use the bathroom independently, and all children wash their hands knowing why and when they should do this. This results in children gaining good skills and attitudes to support and underpin their development at school or pre-school. The positive support and interaction from the childminder helps children to develop a sense of responsibility as they play. This helps children to play safely and be aware of potential hazards around them.

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

The childminder has a good understanding of her responsibility to ensure that she effectively manages the safeguarding and welfare requirements of the Early Years Foundation Stage. All required records and documentation are in place and well organised. The childminder has completed appropriate child protection training. She demonstrates a clear awareness of the procedure she should follow in the event of her having any concerns about a child in her care. She shares her safeguarding policy, along with a wide selection of other written procedures with parents, so they are fully aware of her practices.

The childminder gives high priority to providing a safe environment for children. Robust risk assessments, constant monitoring and close, age appropriate supervision of children, successfully helps to promote their safety. The childminder has completed a written self-evaluation to review her practice based on the needs of children. As a result, structured routines are in place to help meet children's needs effectively and plan for improvements. The childminder receives information from different organisations, such as childminder groups and her local authority. This means that her knowledge reflects good practice guidelines and shows her capacity to drive improvement.

Partnerships with parents are strong and contribute greatly to children's well-being. Daily discussions take place on children's care and welfare. The childminder is developing parent questionnaires so that she can seek feedback that is more specific, to help her adapt and make improvements to her service. The childminder has not established a fully successful process to communicate with other early years settings that children attend, to share detailed information about children's learning needs to promote consistency in their 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
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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

<b>Unique reference number</b>	EY298611
<b>Local authority</b>	Kent
<b>Inspection number</b>	814837
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/09/2009
<b>Telephone number</b>	

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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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