

Inspection date	29/08/2013
Previous inspection date	30/01/2009

The quality and standards of the early years provision	This inspection:	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

- The childminder creates a safe, homely environment and this results in children feeling settled and confident.
- The childminder provides a wide variety of interesting activities and uses these well to promote children's good progress towards all the early learning goals.
- Children thoroughly enjoy the role play activities where they express their ideas and thoughts. As a result, their language skills and imagination are developing well.

It is not yet outstanding because

- The childminder has not fully developed systematic ways of sharing the learning records with all parents and encouraging them to contribute their observations so that they work together to meet children's needs.

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 outdoor learning environment.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector looked at the childminder's self-evaluation form.
- The inspector took account of the views of parents from information in the childminder's questionnaires.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2004. She has a recognised childcare qualification. The childminder regularly works with her husband who is also a childminder. They live with their two older children in a house in Maidstone, Kent, near to parks, schools and shops. The whole of the ground floor of the property and an upstairs toilet are used for childminding. There is an enclosed garden available for outside play. The childminder has three dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range. She also offers care to children aged up to 11 years. The childminder supports children with special educational needs and/or disabilities. She attends a local toddler group on a regular basis. The childminder is a member of an approved childminding network although currently she does not have any children in receipt of funding for early education.

What the setting needs to do to improve further

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

- extend the ways in which parents contribute to the assessment process and are kept informed about their children's ongoing progress

Inspection judgements

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

The childminder has good systems for establishing new children's starting points. She gains plenty of helpful information from parents about children's interests and abilities. This enables the childminder to make sure she has resources that reflect children's interests when they start with her. As a result, children settle quickly and become very self-confident. The childminder effectively observes and assesses children as they play. She successfully identifies learning priorities for individual children and provides challenging activities that promote their ongoing development. The childminder has good systems for recording children's progress. However, she is not consistently sharing these with every parent to help ensure they are kept well informed about their children's progress and to encourage them to continue learning at home.

Children enjoy a broad range of fun activities that cover all the areas of learning. For example, they spend time absorbed in investigating the moon sand. Children concentrate

well at tasks they enjoy such as creating necklaces out of straws for their dolls. The childminder encourages them to do things for themselves but provides the support for them when needed. For example, she shows them how to push the wool through the straws. As a result, children develop good manipulative skills and coordination.

The childminder interacts well with children as they play and extends their learning. She helps promote their language skills as she introduces and reinforces new words with them. The childminder uses good questioning that encourages children to share their ideas as they act out different scenarios such as being postal workers. Children respond well to her as they talk about what they are doing. They readily share their holiday experiences with her. As a result, children make good progress in communication and language skills. Children help themselves to their favourite princess dresses. The childminder gives them good support as she helps them put the dresses on but also encourages them to do things for themselves. As a result, children are developing good levels of self-care.

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

The childminder meets children's welfare needs well. She creates a relaxed learning environment where children become independent learners who are well prepared for moving on to school. Children are happy and demonstrate they feel at home. They show a strong sense of security and belonging as they move around and help themselves to toys. Children make decisions about their play and ask for additional resources when they need them. The childminder provides a good range of stimulating resources both indoors and outdoors to support children's ongoing development.

Children develop good relationships with adults. They readily take on responsibilities as they do jobs for the childminder. Children play well with their friends and willingly share resources. For example, they happily involve others in their role play. The childminder has good strategies for managing children's behaviour and helping them learn what is acceptable. Children benefit from the childminder's praise and encouragement. The childminder builds their self-esteem as she celebrates their achievements by giving them stickers. Children develop a good understanding of the need to respect others as they learn about diversity.

Children develop a good awareness of the importance of having a healthy lifestyle. They adopt good personal hygiene practices and understand why they need to wash their hands. Children eat healthily and have easy access to drinking water. They try different foods and help to grow the vegetables they eat with their meals. This helps develop their understanding of the world as they learn about growth. Children enjoy plenty of exercise as they play outside in the fresh air. They go on outings where they take part in play that is more active and tackle more challenging play equipment. As a result, children develop good physical skills and coordination. They develop a good understanding about how to stay safe in the home and when they go on outings. For example, they learn what to do in the event of an emergency as they practise fire drills.

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

The childminder has a good understanding of the safeguarding and welfare requirements and meets them well. For example, she is fully aware of the need to keep Ofsted informed about significant events and changes to her childcare provision. The childminder maintains all the required documentation including accident records. This helps her promote children's welfare effectively. The childminder has recently completed safeguarding training. As a result, she shows a good understanding of the correct procedures to follow if she has a child protection concern. The childminder carries out robust safety checks that help keep the home safe and suitable for children.

The childminder keeps parents well informed about children's welfare. She makes good use of contact diaries with those parents who wish to use this form of communication. Other parents say they like the use of text messages to keep them informed about their child. Parents give very positive comments about the childminder. They say their children become 'confident, chatty and independent' as a result of being with the childminder. The childminder has good processes for working in partnership with other settings and agencies to provide consistent support to individual children. She takes positive steps to make sure she provides an inclusive environment for those children with special educational needs and/or disabilities.

The childminder thoughtfully reflects on her childcare practices with her co-minder. She competently monitors her educational programme and assessment process to make sure she meets every child's learning needs. The childminder evaluates her own practices effectively and identifies areas for improvement to benefit children. For example, she is currently looking at introducing treasure baskets so children can use their senses to explore and investigate different materials and objects. The childminder attends training to continue to develop her knowledge and skills. She also gains ideas of activities from other childminders and tries them out in her provision. The childminder demonstrates she is open and willing to try new ways of working in order to continue to improve outcomes for children. For example, she is beginning to trial a new system for observing and assessing children using a computer programme.

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	EY290019
Local authority	Kent
Inspection number	927250
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	30/01/2009
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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