

Inspection date

Previous inspection date

18/09/2013

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

- Children have secure, trusting relationships with the childminder, who is warm and caring. Consequently, children are settled and happy, and growing in confidence.
- Children develop confidence and enjoy their time with the childminder, who enables them to take part in a wide range of activities and play experiences.
- The childminder reflects on her practice effectively to improve outcomes for children.
- The childminder forms positive relationships with parents, which supports a consistent approach to children's welfare and well-being.

It is not yet outstanding because

- The childminder's use of open-ended questions is not consistent, so does not always promote a positive reply from the children.
- Arrangements for parents to contribute information about their children's learning and development at home are not fully in place to enable the childminder to extend her understanding of children's achievements.

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 spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector discussed risk assessments with the childminder and inspected all areas of the premises including the garden.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

The childminder registered in 2010. She lives with her partner and school age child in a residential area of Five Oak Green near Tonbridge, Kent. Childminding generally takes place on the ground floor, with one bedroom on the first floor for sleeping children. There is an enclosed garden available for outside play. The childminder has a dog, two cats and a pet rabbit. 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, one full-time and two on a part-time basis. She also cares for older children before and after school. The childminder attends the local toddler groups and childminding group and is close to public transport links, schools, shops, parks and other amenities.

What the setting needs to do to improve further

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

- strengthen use of open-ended questions when interacting with the children to encourage them to think and talk about what they are doing
- develop further strategies to encourage parents to support and share information about their children's learning and development at home.

Inspection judgements

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

Positive systems help the childminder to find out about children's learning needs when they first start. The childminder uses this as a secure starting point to plan for the children's individual needs. She makes observations of children while they play, links them to the areas of learning within the Early Years Foundation Stage, and identifies priorities for the children's ongoing learning and development. Arrangements for parents to share information about their child's achievements at home, to promote a shared approach to children's learning are not fully effective so that the childminder can use this information to extend the children's experiences. The childminder understands about the progress check at two years, which helps children to move forward in their learning and development.

Children enjoy a good range of challenging experiences. They are keen on doing puzzles and the childminder uses their interest to extend learning opportunities well. For example,

she gives children two puzzles and mixes the pieces up to challenge them to sort these. Children rise to the challenge well and complete them both quickly. The childminder names the objects and the colours within the puzzles to help build the children's vocabulary. Occasionally the children repeat these back to her. The childminder's teaching methods are good overall. However, she does not consistently ask open-ended questions, to help build the children's vocabulary. Nevertheless, she communicates positively and offers lots of praise and encouragement. This support makes children feel valued and means they gain a good sense of belonging in the childminder's care.

The childminder effectively engages children by recognising when they are losing interest with an activity. She introduces other resources that she knows they will like, such as cars and trucks. The childminder encourages children's imagination through role-play, which helps them to think about other people's lives in addition to considering their self-identity. She provides regular outings to the park, soft play centre and local childminding group, so that children can develop their physical development and social skills with others in their age group. The positive learning experiences help children to develop skills for the next stage in their learning.

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

Children are happy and very settled in the childminder's care. They have good relationships with the childminder who chats to them and plays with them down on the floor at their level. Toys and resources are age appropriate and cover the areas of learning well. The play area is organised well, which means that children can easily access resources from low-level units and containers, which helps them to make choices. Children's behaviour shows that they feel comfortable in the setting. They move around with confidence seeking the childminder out to play with them. They behave well because the childminder is a good role model, says 'please' and 'thank you' so children learn to be polite. She offers consistent praise and guidance for them about what is acceptable behaviour. Therefore, they learn right from wrong.

The childminder is sensitive to children's physical and emotional needs and responds well to ensure that she fosters their well-being successfully. For example, she knows the signs when they are hungry and offers healthy snacks, such as bananas. Children learn to adopt healthy lifestyles in the childminder's care. They are active as they play in the garden, at soft play centres and on trips to the park. Children use equipment that helps them learn to move their bodies; therefore, they develop physical skills well. Children enjoy a healthy balanced diet because the childminder provides them with nutritious snacks and meals.

Children learn about safety from an early age because the childminder reminds them to be careful as they move about the home. She gently explains to them about not standing on toys and the consequences, such as falling and hurting themselves. They follow safety procedures, such as for evacuation, taking part in procedures that teach them how to keep themselves safe in an emergency.

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

The childminder demonstrates a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She uses this awareness confidently to support children's learning and well-being. The childminder is clear about her role and responsibilities regarding child protection and safeguarding children. She knows the procedures to follow should she have any concerns about a child in her care. A written safeguarding policy is in place, which supports the childminder in her role, and she has attended relevant training.

The childminder uses self-evaluation effectively. Her strengths lie in her organisational and communication skills. The childminder has set realistic targets, such as improving the garden and training to keep her knowledge of childcare up to date. This demonstrates her commitment to improve outcomes for children. The childminder maintains all aspects of her paperwork very well, which includes risk assessments. They are thorough and include all areas of the home, garden and outings. The childminder meets the learning and development requirements well. She assesses the children's learning to make sure she is meeting their needs so they make good progress towards the learning goals.

The childminder shares a range of written policies and procedures with parents. This helps support their awareness of her practices and responsibilities, and thoroughly promotes children's welfare. A two-way communication with parents helps the childminder meet children's individual welfare needs well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY405672
Local authority	Kent
Inspection number	724736
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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