

Inspection date	11/09/2013
Previous inspection date	24/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 interacts effectively with children. She extends their thinking and promotes their communication skills well as they play.
- The childminder creates a caring and homely environment where children settle easily and develop a strong sense of belonging.
- Children become very sociable and play well together because of the childminder's support and encouragement.

It is not yet outstanding because

- The childminder does not fully promote children's awareness of print in the learning environment, which slightly reduces opportunities to develop their early reading skills.

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.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector checked qualifications of adults working with children.
- The inspector looked at the childminder's self-evaluation form.

Inspector

Alison Weaver

Full Report

Information about the setting

The childminder registered in 2001. The childminder regularly works with one or two assistants. She lives with her husband and two children. They live in a house in Ashford, Kent near to schools, shops and parks. The whole of the ground floor of the property and a first floor bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder has one dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding a total of eight children in the early years age range. She also offers care to children aged up to 12 years. The childminder attends local carer and toddler groups on a regular basis. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide more opportunities for children to observe print in the environment to extend their early literacy skills.

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 children's starting points in their learning and development. She gains a good range of helpful information from parents about children's interests and abilities. The childminder uses the information effectively to meet children's routines and individual needs. As a result, children benefit from consistent care and make good progress. The childminder keeps parents well informed about their children's ongoing progress by consistently sharing the learning records with them. The childminder actively encourages parents to contribute to children's development by extending learning at home. This has a positive impact on children as they work well together to promote children's good progress towards the early learning goals.

The childminder has good systems for the ongoing observation and assessment of children's progress. She successfully identifies learning priorities for each child and effectively plans learning experiences that meet their individual needs. This means that children enjoy a wide range of challenging activities. The childminder thoughtfully makes sure she has resources and activities that reflect children's interests. This results in children enjoying their play and becoming absorbed in their favourite activities. The

childminder plays alongside them and gives them the support they need to help them achieve in all areas of learning in readiness for school. She is skilled at developing children's language skills. As a result, children become confident speakers who readily share their experiences. However, the childminder is not fully extending children's early literacy skills by, for example, by labelling the toy boxes effectively. This means children have fewer opportunities to observe print as they play.

The childminder and her assistant consistently reinforce mathematical language with children as they play. Children develop good mathematical skills as they count the cars going down the ramps. They talk about the colours of the cars as they line them up. Children thoroughly enjoy dough activities. They show increasing skill as they safely use a wide range of tools such as cutters, knives and rollers. The childminder sensitively shows younger children how to make patterns in the dough with the roller. Children then try it for themselves and manage to do it successfully. This helps to promote their independence and exploratory skills.

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

The childminder is very kind, caring and supportive. As a result, children show they feel safe and secure. Children respond well to the childminder and form strong emotional attachments to her. The childminder effectively promotes their self-esteem. They eagerly share their dough creations with her and call out 'look what I've made'. Children benefit from the childminder's consistent encouragement and praising of their achievements. They form good relationships with others and play amicably together. For example, they take part in the role play shop activity and share resources. Children develop a positive attitude to differences as they take part in activities where they learn about one another's family traditions and backgrounds.

The childminder makes good use of her home and resources to meet children's learning needs and promote their well-being. She has a good range of safe and stimulating resources for children to choose from. The childminder also makes effective use of her assistant to give children plenty of individual attention and support. Children show they are well motivated and keen to learn. They develop increasing levels of independence as adults encourage them to do things for themselves. For example, children make decisions about their play and develop good levels of self-confidence. They develop well in the skills they need to move on to school.

The childminder actively promotes children's health. She encourages them to eat healthily and provides a good variety of home cooked meals for children. The childminder helps children learn about the importance of a healthy diet through discussion and planned activities. Children adopt good personal hygiene practices such as hand washing after handling the dog. They develop a good awareness of how germs can have a negative impact on their health. Children enjoy plenty of exercise and outdoor play such as ball games in the park. This helps them develop good physical skills and coordination.

Children develop a good awareness of how to stay safe. They take part in fire drills in the

home and learn how to cross roads safely on outings. The childminder talks to children about the safety rules and helps them develop a good knowledge of how to use equipment safely. For example, children learn about the importance of tidying up after they have finished an activity to help prevent accidents.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She has completed safeguarding training so has a good awareness of what to do if she has any child protection concerns. This helps to safeguard the children's welfare. The childminder supervises children appropriately and meets the requirements with regard to the use of assistants. The childminder maintains a secure and child friendly home where children move around independently and safely. The childminder effectively carries out daily visual checks on the home to make sure it is safe for children. She also does robust risk assessments on the home, outings and the transporting of children in cars. The childminder uses these successfully to review and address safety issues effectively. As a result, she promotes children's safety wherever she takes them. She maintains all the required documentation and shares it with parents. This helps contribute to the promotion of children's welfare.

The childminder forms successful partnerships with parents. There are good systems for the two-way sharing of relevant information. This helps them work well together to meet children's welfare needs. The childminder also forms effective links with other settings and agencies. This enables the childminder to give children continuity in their care and education. It also means that she is able to give the appropriate support to those children who need it to help them achieve.

The childminder has good systems for the ongoing monitoring and reviewing of the educational programmes. She competently uses her assessment process to see if all children continue to make good progress as a result of her practices. The childminder then takes positive action to address areas of weakness and narrow gaps in children's learning. The childminder also makes good use of input from support workers to review her practices and assessment system. For example, she has used recent advice to make positive improvements in her recording of observations. It has resulted in much clearer recording of what children achieve and helps inform the way she can continue to extend their learning.

The childminder shows a strong capacity to improve her practice. She has addressed previous weaknesses from the last inspection by ensuring that she does not leave children in the sole care of assistants for any more than two hours in each day. She has clearly improved her systems for self-evaluation and has also provided more opportunities for children to select resources independently. She is currently well-focused on developing the use of sand play in the outdoor area to promote children's learning. The childminder is also training one of her assistants to take on a more active role in her childminding

provision.

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	156699
Local authority	Kent
Inspection number	930658
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	24/04/2013
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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