

Inspection date	02/10/2013
Previous inspection date	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

- The childminder has very good relationships with parents, which she uses to ensure children receive support that meets their individual needs and enables her to plan activities that appeal to children.
- The childminder uses her good understanding of how children learn by planning stimulating activities that support their development and results in good progress.
- The childminder manages children's behaviour skilfully as she takes account of each child's wishes and needs, making them feel valued.
- The playhouse, which provides a separate playroom is well organised with a good variety of stimulating toys, equipment and resources which appeals to a wide age group.

It is not yet outstanding because

- The childminder's gathering of information does not successfully include a system for sharing details about the activities and learning children experience at the different settings they attend.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector was shown the areas where children are cared for in the home.
The majority of inspection time was spent observing the childminder's input and the child she was caring for. This took place in the childminder's home in the lounge, dining room, garden and playroom.
- On-going discussion with the childminder took place throughout the visit.
- The inspector sampled the childminder's records, including children's information and development records, policies and procedures.
- The views of parents were considered using questionnaires the childminder has recently used.

Inspector
Susan Scott

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and three children in a residential area of Broadstairs, Kent. The whole of the ground floor of the childminder's house is available for childminding. The toilet is on the first floor. There is a separate annex, which contains a playroom, bedroom and bathroom situated in the enclosed garden, which children can use. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is a qualified teacher and offers care to a total of seven children on a part-time basis, four of these are in the early years age group.

What the setting needs to do to improve further

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

- develop further the partnerships with others by exchanging information about children's experiences and progress.

Inspection judgements

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

Children are keen to explore the toys and activities provided by the childminder. For example, they enjoy the opportunity to sit on the floor with the childminder and share books or listen to a story. The childminder supports children's developing skills in every area of learning very successfully, particularly their communication and language. She consistently asks thoughtful questions to build children's understanding when they look at books, by asking to describe what they see in the pictures and to give reasons for their comments. For instance, they how they know if people are happy or sad, and why they might feel like this. This enables children to learn the meaning of the text and to learn new words. This helps children to notice and describe what they feel, and the childminder encourages them to extend their understanding of differences by talking to them about weddings, and what people wear to them. The use of mathematical language and support when doing puzzles so that children understand terms such as straight and corners, supports their understanding of mathematics well.

The childminder uses good teaching techniques. She plans children's experiences to cover all areas of learning, indoors and out, concentrating on the prime areas of learning with the young children. These have a positive impact on children's learning and development, so that all children make good progress. She has a precise understanding of how to promote their learning and uses an imaginative variety of experiences to interest them.

For example, as she reads and talks to children she uses sounds to emphasise the first letter sounds of words such as, 'snake'. This supports children's early reading skills and helps them build their vocabulary as they try out new words themselves, imitating her.

The childminder completes an 'all about me' form, noting children's interests and preferences and uses these to plan their play and learning. She frequently records children's achievements and shares these with parents in their daily books, assessing the progress children are making in their learning records. This helps her to successfully track children's development to ensure each child is making progress, with a series of next steps identified and planned for using her knowledge of each child's development. Parents write comments and share suggestions about their children's development regularly.

Children enjoy going on local outings and thus extend their social experiences, which enables them to learn about their community. They benefit from going out each day and sometimes walk to the beach or go blackberry picking which also develops their knowledge of the local community. They can play outside in the garden and build their physical skills by riding scooters or pushing toys buggies. The children enjoy good opportunities to refine their coordination and control by dancing and manipulating toys that make music.

The childminder ensures she is providing effective learning for individuals as she evaluates the activities she provides. She uses her written observations of children's development to provide an accurate summary of their development. This supports her well for completing the progress check for children at age two years. These records show good ongoing progress for each child, which she shares with parents so they can plan for children's developing abilities together.

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

Children's well-being is nurtured through effective provision for their personal, social and emotional development. The childminder displays a very good understanding of how to support children so they feel secure and happy in her care. The children learn how to behave well because the childminder is vigilant and immediately responds to any difficulties they have. For example, she successfully manages a minor conflict about using the scooters by making positive suggestions and re-engaging the children in their play.

Children develop good physical skills by enjoying varied and interesting types of outdoor play. For instance, they like to use the scooters and toy buggies and enjoy playing on the beach, building their co-ordination and motor skills. Children are learning to keep themselves safe. They are able to explain why the cones are blocking access to the rear garden because the childminder has not checked this area yet. Children are learning how to manage their own personal needs in hygienic ways as they explain to the inspector that they have to wash their hands before eating to get rid of germs and they have their own coloured towels to use.

Children enjoy feelings of safety and have great confidence in the childminder. As a result,

they are happy as they develop their independence. They help themselves to toys and request particular resources if these are not to hand. Children learn about foods that are healthy and happily name the fruits that are their favourites. They enjoy sitting at the table for their meals and ask the childminder for help in opening yogurts if they find this hard. They behave well in the childminder's care as she reminds them to say please when they make requests. This also builds children's understanding of how to behave when they attend nursery. They benefit from playing together and develop independence and social skills that prepare them well for their transitions to school.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She plans and organises stimulating activities, which appeal to the interests and needs of the children attending. Her knowledge of the learning and development of young children is good and she builds on children's well-being and safety well. For example, the childminder has written permission for children to travel in her car, and she ensures that parents are clear about the outings she plans. The childminder demonstrates a good knowledge of how to safeguard children and nurtures their feelings of well-being so that they are eager to learn.

The childminder has a clear vision for her service; she shows a good commitment to continuously developing her service. She has completed an online self-assessment and plans for improvements. The childminder has used questionnaires with parents to ensure she has addressed any suggestions they have. She has also attended several courses, such as safeguarding children and has registered with the local authority for providing food. She uses her resources well so that they are well organised to support her plans for each child's learning.

The childminder has very good relationships with parents that provide her with frequent feedback and information about the children. This includes a variety of information gathered when children first attend which she uses to plan for their well-being and development. The childminder has very good systems for exchanging information with parents of the children she minds. She shares information about children's routines and the activities in a daily contact book, which parents use effectively to communicate with her. Parents contribute towards their children's learning plans and write suggestions and information in their child's records. The parents have completed questionnaires expressing how positively they, and their children, feel about the service they receive. The parents have written that their children are developing well. They benefit from regular chats, texts and discussions about progress. The childminder is developing her communication with other settings that children attend, although this does not yet include sharing information about the activities she provides to support continuity of care and learning for children. She has established relationships with the school the children attend to support their care and development effectively.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY458425
Local authority	Kent
Inspection number	911261
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
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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