

Inspection date	08/10/2013
Previous inspection date	09/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder interacts fully and highly successfully with children, nurturing them in their care and learning, helping them to meet their full potential.
- Children are safeguarded and protected to a high standard by the childminder.
- The childminder provides highly motivating, interesting and stimulating activities and resources, for children to learn from and enjoy every day.
- The childminder uses extremely effective processes to ensure she has a full and detailed understanding about each child's care and development needs and their interests.
- The childminder works exceptionally well with parents and continuously promotes a two-way flow of communication, to support children's individual needs and involve parents in their children's learning.

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 the interaction between the childminder and the children.
- The inspector sampled relevant records and documents.
- The inspector read references provided by parents and took account of their views.

Inspector

Mary Vandepeer

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband, who is also her assistant, and their pre-school child. They live in Kemsley, Sittingbourne, Kent. All areas of the property are used for childminding and there is a fully enclosed garden for outside play. The childminder drives to local schools to take and collect children and attends local parent and toddler groups. The childminder has four children in the early years age group on roll. She also provides care to older, school age children. The childminder is accredited and is able to receive funding for the provision of free early education to three- and four-year-old children. She is also qualified to level 3 in childcare. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- actively seek children's views and opinions about the provision, to further enhance the self evaluation process.

Inspection judgements

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

The childminder displays an excellent understanding of how children develop their personal, social and emotional skills, as well as their communication and language. She shows she has a real skill in asking open-ended questions, which prompts children to think about their answers. For example, when children are playing in the garden, she encourages them to look up the insects they come across on information cards. They talk about what they might be doing there. The children agree the insects might be finding things to eat. The childminder asks them what they are doing or want to do, which encourages the youngest children to respond using more than one word answers. The childminder makes sure that she provides exciting and stimulating activities that cover all areas of learning. The pirate cove created outdoors really promotes children's imagination and creative skills. They talk about what they might need if they were shipwrecked. Children are able to choose what to play with, even during adult led activities they can extend them freely. This encourages them to explore how they want to put different resources together. The childminder is also highly effective in supporting children's early concept of numbers through activities that encourage children to count, recognise numbers and shapes. Children count during everyday activities, for example, when they eat pieces of fruit, the steps they take when they are walking or the legs on a spider. The

childminder provides lots of different resources, to promote children's early writing skills. They enjoy scribbling and making simple marks using pencils, crayons, paints and sand. These are essential skills that will support them as they prepare go to school.

When children start with her, the childminder spends time getting to know the parents and their children. This practice is highly efficient in making sure she obtains the required information about children's individual needs, likes, skills, interests and capabilities from their parents. She uses this to help her ensure she provides the resources and activities every child will find stimulating and interesting. The childminder ensures her planning is flexible. She is able to adapt different ideas to keep the activity exciting and motivating for every child. For example she combines nature with learning colours. The children have collected nature items from walks in some woods. These reflect the current season of Autumn and children are learning how many different browns, yellows and reds there are. Children explore outdoor areas and their local community on a regular basis. They regularly visit local parks and play centres. This provides children with opportunities to run about, climb and practise balancing skills, promoting their physical development.

The childminder shows that she is very competent in using an on-line childcare record keeping system. This enables parents to read about what their children have been doing that day. Photographs are also used to support the text. Children's progress is tracked easily which means the childminder can monitor where children need more help in their learning and development very efficiently. In addition, this also allows parents to see immediately where and how their involvement can benefit their child. Each child has a folder where they can choose to keep some of their creative art and craft work. Parents can also take this home, to look at with their children. This well planned practice means children's confidence, pride and self esteem are promoted very effectively. The childminder displays photographs of the children. Children love to see themselves involved in past situations, with parents also supplying pictures of family events. This shows children how valued and important they are to the childminder. This supports their development well, through shared learning experiences.

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

The childminder has put a lot of thought and planning into ensuring she provides a highly stimulating, interesting and exciting play environment. She constantly evaluates and reflects on what is available, so that it is always inviting, child friendly, warm and welcoming. As a result, the children settle in quickly and very easily. They show they feel safe and secure in her home. For example, children love the childminder to join in with their play. She always gets down to their level and shows great pleasure in playing with them and interacting highly effectively with each child, individually or as a group. The childminder deals with all situations calmly and patiently; this means no child gets upset or has to fight for her attention. She shows how natural and happy she is around children and they in turn, love being with her. The children give her spontaneous cuddles and smile and laugh with her. The childminder has developed highly effective strategies to manage children's behaviour. The children respond to her guidance positively and happily. They are also learning how to manage their feelings and behaviour in various situations.

For example, when younger children get frustrated at not being able to achieve what they want to, the childminder teaches them to understand they need to learn patience. The children clearly feel respected, valued and have high levels of self esteem and confidence.

The childminder is very skilled at getting children to try new challenges or introduce them to new experiences. For example, investigating the insects they find and they gently touch some of them. The childminder is always on hand to give children comfort, for example when they get tired. The childminder continuously praises children, helping them feel proud of their achievements. The childminder ensures excellent attention is given to children's healthy living. She provides fresh, colourful and nutritious options for snacks and meals. This helps children learn in a fun way, which foods are good for them. The childminder encourages children to learn to listen and follow instructions, such as sitting at the table properly. As a result they are well prepared for the next stage in their lives, such as attending nursery or pre-school.

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

The childminder is a well qualified, very experienced and accredited childcarer. She shows clearly how she has an excellent knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder uses various information and publications to support her observations of children's progress. These are recorded daily and are linked to the children's stage of development. The assessments show that the children are progressing exceedingly well in all learning areas. The childminder evaluates her service professionally and continuously. There is good, clear evidence that the views of parents are included. Overall, the reflective practice and self evaluation process is very efficient. Planned improvements include attending further courses to diploma level and workshops to keep her updated on important child care practices. She wants to ensure she is making best use of her outdoor area and introduce further interesting and exciting resources and equipment.

The childminder has made contact with other child carers and reception teachers who are also involved with the children she minds. She ensures she uses these links to help her further develop and improve her childcare service. The childminder implements highly effective policies, procedures and strategies to ensure her provision runs professionally, smoothly and to the benefit of all the children. The childminder gives excellent attention to the welfare and safety of children. Parents are aware of the childminder's role and responsibilities. They are actively encouraged to be part of the service she provides. They are also fully involved in their child's learning and development. Parents are able to add comments and information about their children's learning and development at home. The childminder seeks parents' consent for all important areas of their children's welfare, for example the administration of medications, outings and taking of photographs. The childminder knows how important it is to share information with all those concerned to ensure children's continuity of care and does so to promote children's excellent progress and well-being.

The childminder has attended several first aid courses in her time as a childcarer and her current paediatric first aid certificate is up to date. She shows she is knowledgeable and well trained in the procedures she would follow to treat children's minor injuries. The childminder also carries out regular, detailed risk assessments. These are recorded and monitored to make sure that they continue to respond to children's changing needs. This means the environments, including equipment and resources children use daily, are always safe for children to use. The childminder ensures she keeps consistently up to date with safeguarding matters by attending training and using the internet to check latest area guidance. She shows an excellent knowledge and understanding of the procedure she would follow if she had any concerns about a child in her care. The childminder also has a very secure understanding of protecting children from unsuitable persons and she manages visitors to her home well. It is clear that the children trust the childminder absolutely and, together, they have built extremely close relationships. The childminder provides an outstanding quality of care and learning opportunities for children and their families.

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	EY427964
Local authority	Kent
Inspection number	902621
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	09/11/2011
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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