

Inspection date	14/10/2013
Previous inspection date	31/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 promotes children's developing speech and communication skills well.
- The relationships that children have with each other and adults helps support their personal, social and emotional development.
- The childminder gets to know the children well as individuals, enabling her to support their ongoing learning.
- The childminder encourages children's imagination and learning with the use of a large cardboard box.

It is not yet outstanding because

- The childminder provides a good variety of toys and play equipment. However, children have fewer experiences for exploring and investigating natural or unusual items.
- The childminder is less able to effectively demonstrate how she uses parents' feedback about children's learning at home, to strengthen her assessment process.

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 viewed the rooms used by children.
- The inspector observed children, the childminder and assistant during play activities.
- The inspector had discussions with the childminder and the assistant.
- The inspector checked evidence of the childminder's safeguarding knowledge.
- The inspector took account of the childminder's self-evaluation and the available views of parents and carers.

Inspector

Sue Taylor

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and two adult children in Five Oak Green, Kent. The home is close to shops, parks and schools. The whole of the childminder's home is used for childminding, with the exception of the conservatory and a bedroom on the first floor. There are toilet facilities on the ground floor. There is an enclosed decked area of the garden for outside play. The family has a pet dog and a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding nine children; of these six are in the early years age range. She regularly works with assistants, who include the childminder's husband and eldest son. The childminder collects children from the local school and attends toddler groups on a weekly basis.

What the setting needs to do to improve further

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

- strengthen children's experiences and opportunities for investigating and exploring the natural world, both outside and indoors
- strengthen the partnership with parents by encouraging them to support children's next steps in learning at home and using the feedback in children's assessment.

Inspection judgements

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

The childminder has a secure understanding of how to promote children's learning and development. From discussions with parents and her own observations, she is aware of children's starting points. The childminder makes good use of children's interests to engage them in planned activities or play. She uses a childcare development guide to help her assess each child's stage of development and identifies the next steps in their learning. The childminder is in a good position to produce the progress check for two-year-old children when required. Through discussion or sharing of records, the childminder routinely shares information with parents about how well children are progressing. The daily diary provides parents with useful detail about how their child has spent their day. However, the childminder is not fully encouraging parents to share how they support their children's learning at home in order to promote continuity in the assessment of children's

learning.

The skills that the childminder helps instil in children will support them for their future moves to other settings or school. Children make good progress in their personal, social and emotional development as they play well with others and share resources. They gain confidence from the praise that the childminder gives them and are motivated to join in with activities. The childminder encourages children's developing language well by asking them questions that challenge them to think and models the use of language, helping children learn new words. Young children proudly say words that match pictures in a book and older children are keen to communicate and explain their ideas for an imaginary journey. They talk about going by boat to the shop and list the items they need to buy. The use of a large cardboard box produces exciting learning and play opportunities. Children draw designs on it, recognise and practise writing their name. The childminder helps guide them in learning the best way to hold a crayon for future writing skills. The box becomes a den or a boat, with a picture from a puzzle becoming a map to show the children where they are going. Children of all ages show an interest in books and enjoy listening to stories, which promotes their developing literacy skills.

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

The childminder has warm and caring relationships with children in a child-centred environment. Children also develop secure relationships with the childminder's assistant. Children settle quickly and are very happy. Babies sit contently on the childminder's lap to play or listen to a story. This helps support their emotional development. The childminder discusses children's care needs with parents and supports their individual needs as necessary. The childminder provides healthy meals and snacks for children, while some parents prefer to provide packed lunches. Children are generally able to reach their drinks easily and the childminder encourages them to drink throughout the day. The childminder promotes children's independence and confidence as she encourages children to do things for themselves. For example, older children take themselves to the toilet, asking for assistance if they need it. Children happily make choices about their play, as they can easily access the varied resources and toys. There are some, such as dolls and books, which help children gain a positive awareness of diversity. The children get to play outside on the decked area and have helped grow tomatoes and chillies. However, there are fewer resources available indoors or outside that actively encourage children's exploration and investigation of the natural world.

The childminder recognises the need to keep children safe and help teach them to keep themselves safe. They practise fire evacuation drills and learn how to cross roads sensibly. The childminder is consistent in her management of children's behaviour and children learn to consider others and take turns. They attend local toddler groups where they socialise with other children and adults.

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

The childminder has a secure awareness of her role in safeguarding children and risk assesses her home well. She minimises hazards, such as using safety gates at the kitchen and lounge doors. As a result, children can explore the play area safely. The childminder effectively informs parents about her practices and procedures through discussion and sharing the written policies that she reviews and updates when necessary. The childminder fully understands her responsibilities concerning child protection and of the need to notify Ofsted of any significant events. She is clear about the procedures to follow if she has concerns about a child's welfare or in the event of an allegation being made against an adult. The childminder completed safeguarding training earlier this year and found it informative.

The childminder is confident in her ability to support children's learning and meet the learning and development requirements. She provides positive support to children to help them make progress across the areas of learning. The knowledge that she has about each child helps her identify and plan to narrow any achievement gaps. The childminder fully understands the value of working in partnership with other early years settings, when relevant. She recognises how sharing information helps ensure children have positive learning experiences. The childminder has a good awareness of her strengths and is conscious of ways she might develop to improve outcomes for children. She has an interest in doing training about caring for children with special educational needs and/or disabilities as this is an area she has less experience in. Since her last inspection she has attended some training, such as food hygiene and updated her first aid. The childminder has met the action and recommendations set, for example, the fish pond wires are no longer accessible by the children. The childminder demonstrates a good capacity to maintain improvement in the quality of her 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	156849
Local authority	Kent
Inspection number	936893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	9
Name of provider	
Date of previous inspection	31/03/2009
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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