

Inspection date	07/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 provides a warm, welcoming environment where children have the opportunity to move around freely in the homely environment.
- The childminder builds good relationships with the children supporting and promoting their confidence and self-esteem.
- The childminder shows a well-developed understanding about how children learn and develop, enabling children to make good progress.
- Children's communication and language are well supported and promoted through effective interaction by the childminder.

It is not yet outstanding because

- Children have some opportunities to use large play equipment but the childminder does not always offer this consistently indoors to provide challenging, enjoyable opportunities.
- Babies do not always have access to an assortment of everyday objects or resources to explore and experiment with to promote their interest.

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 majority of the inspection was spent observing the childminder interact with the children.
- The inspection took place in the main house, including meal times.
- Documentation was sampled and reviewed, including safeguarding procedures.
- Discussion was held with the childminder about seeking parental views and through joint observations of practice.

Inspector

Jane Wakelen

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school aged children a house in Allington, Kent. Children have access to the whole of the downstairs of the childminder's home and the additional play barn adjacent to the house. Children predominantly play in the purpose made playroom and playbarn. Children also have access to a large enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll in the early years age range. The childminder provides funded early education for two, three and four year old children.

The childminder is available to walk or drive to local schools and pre-schools to take and collect children. Children will accompany her to local parks and toddler groups. The family has a dog.

What the setting needs to do to improve further

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

- provide a range of objects of various textures and weights in treasure baskets to stimulate and encourage babies interests

- extend opportunities for large physical play indoors to provide challenging and enjoyable opportunities.

Inspection judgements

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

The childminder provides a good range of resources in her welcoming, friendly home. Children have the opportunity to play in one of two playrooms that are specifically suited to provide resources to address the children's age and stage of development. Children access toys to cover the areas of learning, with the younger children having their personal, social and emotional needs, physical and communication and language needs addressed well. The childminder records regular observations and uses photographs to support these records, providing an informative record for the parents. They reflect the childminder's good understanding about how children learn and develop, taking into account their starting points on entry. The childminder is still developing her planning to ensure that she is fully addressing and providing for children's next steps.

Children are settled and move around the rooms freely, demonstrating a feeling of security. They make their needs known through gestures, eye contact and vocally, which the childminder responds to in a calm manner. The youngest children have their needs met, such as having their nappy changed when necessary and having their bottle of milk and sleep times. The childminder has a good knowledge of children's individual likes and dislikes providing a consistent routine to provide security for the children. Older children are encouraged to be independent, making choices as they move around the room and accessing their drink from their beaker.

Young children are encouraged to become mobile through opportunities to lie on their tummies, learning to roll over and play with the mobile. The childminder places babies in the bouncy chair or the small child seat to offer different positions to keep them interested and stimulated. Older children are encouraged to move around the room, accessing the sit and ride toys in the larger play room or to push the trolley around the room. The childminder understands the importance of promoting children's physical skills, including helping young children become independent with eating and drinking.

Children show good skills in communication and language. The childminder talks to the children all the time, supporting their understanding of communication. She allows children to answer her questions and encourages lots of eye contact and gestures to support their understanding. The childminder repeats phrases back to the children using lots of repetitive language and a gentle voice, developing children's vocabulary. Children show interest in what the childminder is saying and each other developing their listening skills and concentration.

The childminder understands the importance of preparing children for school and encourages children's listening skills and understanding of instructions. She demonstrates a good knowledge about the skills children need to develop for school and implements these into her daily practice.

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

The childminder builds secure relationships with the children, helping them to settle into her home and making them feel confident and relaxed. The childminder obtains all relevant information from the parents when children start in her setting. She demonstrates a good awareness of children's personalities and their individual needs. Consequently, children follow familiar routines and are encouraged to develop strong relationships through trust.

The childminder takes a responsible approach to keeping children safe in her home. She has put measures in place to minimise hazards, such as stair gates across the playroom door and locks on doors where children must not access. The childminder supervises children well enabling children to receive her full attention. She supports children's understanding about keeping themselves safe, with gentle, simple reminders such as 'mind your head on the table, you might bump it'.

Children are encouraged to be active, with outdoor play offered when weather permits. However, the childminder does not always fully promote physical play indoors in order to keep children challenged and engaged. Children are encouraged to adopt a healthy lifestyle through healthy options to eat and water to drink. The childminder implements thorough hygiene routines for nappy changing and provides a good role model for hand washing. Children learn from a young age about washing hands before they eat and have separate, named hand cloths, helping to prevent cross infection.

Children play in a well resourced environment, where they access toys and resources that are suitable for their age and stage of development. The environment is homely and provides different areas for children to access around each room, to cover the seven areas of learning. Toys are in good condition and the childminder can rotate these to provide a greater variety. However, the youngest children do not always have access to a variety of objects to explore and experiment with to promote their interest and stimulation.

The childminder shows a committed approach to engaging in partnership with other providers who share the care of the children. She seeks parental permission to share information and is in the process of establishing links with a pre-school. This supports the good partnership with parents that are developing well. Parents are fully involved in sharing the care of their children and contributing to the observations and assessment records.

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

The childminder is committed to providing good quality care and education for the children in her care. She provides a stimulating programme of activities and opportunities for the children, enabling them to make good progress in their learning and development. The childminder has recently started to work with a co-childminder and an assistant to plan activities, to support children's interests. This planning reflects the childminder's understanding about how children learn.

Systems to monitor the provision are developing well. The childminder reviews the development records on a regular basis and amends or adapts plans according to children's next steps. She is developing her practice further through the addition of a co-childminder and assistant. As a result, children's needs can be planned in further detail and additional opportunities offered. As the childminder's practice develops so she ensures the monitoring extends to include different procedures and activities. In addition she has developed an accurate self-evaluation to identify the strengths of her practice and areas to further develop. The childminder is continually evaluating her practice and the systems in place; making amendments where necessary. As a result, she is able to fully promote continuous improvement and development.

The childminder has a good understanding about safeguarding children and has completed training to keep her knowledge up to date. She has a well written policy in place and ensures that the two additional adults implement this effectively. She

demonstrates a thorough understanding about procedures to follow if she has any concerns regarding children in her care; promoting their welfare. There are secure systems in place to check the suitability of additional adults, from suitability checks and previous employment checks. In addition, procedures to ensure the ongoing suitability of the adults are in place with annual appraisals and attendance at further training courses.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460960
Local authority	Kent
Inspection number	917503
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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