

<b>Inspection date</b>	29/10/2013
Previous inspection date	18/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 enhances children's communication and language development extremely well. Young children's babbling and early sounds are encouraged enthusiastically, due to the childminder's clear knowledge of how language develops.
- Safety is given a high priority by the childminder and her effective use of risk assessments promotes children's well-being and ongoing safety.
- The childminder meets children's individual needs well, due to her highly effective observation and assessment systems. Clearly identified next steps support their individual progress and development further.
- Children enjoy playing and investigating a wide range of toys and activities in line with their individual ages and stages. These are stored at low level, enabling children to make choices.
- Children settle into the childminder's home extremely well, due to her highly effective settling-in procedures and the establishment of a close partnership with parents.

#### **It is not yet outstanding because**

- The childminder has not fully explored ways to extend partnerships with other settings that children attend, to promote consistency in learning.
- Although the childminder has many books there are some missed opportunities for children to see print in meaningful contexts.

## 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 sampled a selection of documentation including written policies and procedures, children's records, attendance records, accident records and learning journals.
- The inspector observed children interacting with the childminder during play activities.
- The inspector observed children enjoying a range of activities and participating in the daily routine.
- The inspector read through the childminder's self-evaluation and discussed the systems she uses to evaluate her practice.
- The inspector viewed written evaluations from parents about the childminder.

## Inspector

Lara Hickson

## Full Report

### Information about the setting

The childminder registered in March 2011. She lives with her two children aged 15 and six years in a three-bedroomed house on the outskirts of Gravesend, Kent. The family has three cats. Minded children use the ground floor of the setting, with supervised access to the first floor for sleeping purposes and to use the bathroom. The home is within walking distance of a number of local amenities including parks, toddler groups, a library and the promenade. There is a garden area available for outdoor play activities. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children in the early years age group and two older children on roll. The childminder is happy to walk to local schools to take and collect children.

### What the setting needs to do to improve further

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

- extend systems to develop links with other providers who care for the children, to provide continuity in children's learning and development
- develop further an environment rich in print where children can learn about words, for example by using labels with words, signs and posters.

## Inspection judgements

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

Children are making good progress in their learning and development. The childminder demonstrates a clear understanding of the expected levels children reach at their different ages and stages, and supports the three prime areas of learning extremely well. The childminder gives high priority to children's communication and language skills. She demonstrates a good understanding of how important it is to encourage nonverbal actions, babbling and early speech. The childminder extends vocabulary when sharing books and introduces and repeats new words continually to extend communication and language skills. She chats away to the children all the time, extending their vocabulary during play and routine activities. For example, she points out different objects in picture books and repeats words children say, to enhance their learning. When children say a word incorrectly the childminder repeats the word appropriately in conversation without making children feel as if they have made a mistake. For example, she repeats the word 'cat' correctly when children say 'tat' instead of 'cat'. As a result young children's

communication skills are developing extremely well, with new sounds emerging all the time. Children develop early writing skills through a wide selection of art activities; they enjoy using chunky crayons, chalks, play dough and paint.

There is a wide range of challenging and stimulating activities and resources available for the children to select independently. This encourages and supports them to make decisions from an early age. Although there are many books, there are few other examples of print around the setting to show children print in meaningful situations such as word labels on toy boxes.

The childminder knows the children in her care very well. She uses this knowledge effectively to enhance each child's learning in line with their stage of development and interests. For example, she observes that younger children really enjoy moving their bodies to different musical activities and sounds. They also enjoy making sounds with instruments and natural resources such as blowing through cardboard tubes. As a result of these observations the childminder regularly takes children to a musical group to extend their interest further. The childminder also attends local toddler and childminding groups. This enables children to socialise with other children in a different environment and supports their future move onto nursery and school. Outings to local places in the community, such as the park and the library, promote children's understanding of the world around them.

The childminder has effective observation and assessment systems, which enable her to plan challenging and motivating learning experiences for children, in line with their initial starting points. The childminder has identified what children are able to do and what their next steps will be. She extends children's learning further through the provision of activities and experiences to support these next steps. The childminder uses a guidance document when assessing children's progress and planning for the next stage in their individual development. Each child has their own comprehensive 'Learning Journey' book where their progress is extensively recorded using written observations and photos. These are a lovely record of children enjoying an extensive range of learning experiences across all areas of learning in the childminder's home and on outings in the local community. The childminder completes progress checks for children aged between two and three years of age. These highlight children's progress and how the childminder will extend their learning further, in partnership with their parents.

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

Children's personal, social and emotional development is promoted effectively from the start of each placement through highly effective settling-in procedures. For example, children visit the setting with their parents and settling-in sessions are arranged in line with individual requirements and parental preferences. As a result children settle quickly and form close attachments with the childminder. She gives them lots of cuddles, which helps them to feel happy and settled, and to develop a strong sense of belonging. Children receive continual praise and encouragement from the childminder as they achieve a new milestone or attempt a new skill. For example, she shows delight when babies begin

taking their initial steps or say a new sound or word. Children's unique characters, backgrounds and interests are highly valued and respected by the childminder. They are forming close relationships with other children as the childminder encourages key social skills such as sharing and turn taking.

The childminder supports children to feel and to keep safe within her setting. She risk assesses her provision effectively to ensure that all hazards are identified and takes appropriate action to minimise these, where necessary. For example, the childminder puts discarded toys and activities away to ensure that children do not fall over resources scattered all over the floor. Children participate in regular fire drills to ensure that they are aware of the procedure to follow in the event of a fire.

The childminder supports children to develop healthy lifestyles. For example, she provides children with daily opportunities to benefit from fresh air and exercise. Children enjoy playing in her garden area and participate in outings in the local community. The childminder demonstrates a good understanding of how to promote children's physical development and of what their next steps in learning are to support their ongoing progress. For example, she supports children's early walking skills by holding onto their hands and encouraging them to cruise around furniture or to push along wheeled toys. This support builds children's confidence and enables them to take their first independent steps. Parents complete comprehensive contracts and child record forms at the start of a placement, which clearly outline their child's dietary, religious, cultural and medical needs. This enables the childminder to provide healthy, nutritious meals and snacks in line with their individual dietary requirements and preferences. The childminder encourages children to try new foods and supports younger children to start feeding themselves by providing a wide range of finger food options and aiding their initial attempts at using a spoon. The childminder supports children to manage their own hygiene and personal needs.

Behaviour is managed well by the childminder and suitable age-appropriate strategies are used to manage any inappropriate behaviour. The childminder sets clear boundaries so that children know what is expected of them. The childminder shares her written behaviour policy with parents. This ensures that her behavioural expectations are clear and consistent.

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

This inspection took place due to concerns raised to Ofsted regarding supervision, management of behaviour and how accidents are dealt with. The childminder has a good understanding of her responsibility to promote the safeguarding and welfare requirements. She demonstrates a good understanding of the safeguarding requirements and is clear about the procedures she would follow with regards to recording and reporting any concerns relating to child protection. The childminder has comprehensive written policies in place regarding safeguarding children. She shares these policies with parents to ensure that they are fully informed of her responsibilities to the children she is minding. The

childminder has recently updated her safeguarding training, which ensures that she remains up to date with current local guidelines. Suitability checks are carried out on all adults living or working in the home. The childminder supervises children closely. Children are never left alone with people who are not vetted. There are very clear procedures in place regarding the safe arrival and collection of children. For example the childminder does not release a child to anyone not authorised by their parents to collect them. These procedures ensure that children are protected while at the childminding provision. The childminder keeps comprehensive records of any accidents or incidents that occur on her premises.

The childminder demonstrates a good understanding of the learning and development requirements, planning a range of activities that support the areas of learning. She encourages this through a variety of enjoyable activities within her home and in the local community. Her effective monitoring systems help her to ensure that children make good progress towards the early learning goals.

Strong partnerships with parents have been established. The childminder obtains valuable information from parents during settling-in meetings and uses this information to plan suitable age-appropriate activities. Daily contact books provide a wealth of information for parents about activities their children are enjoying and any progress achieved. Parents write comments in the contact book and in their child's learning journal regarding the activities their child has enjoyed at home and how their child has been. This helps the childminder to plan activities that interest each child and complement activities they have enjoyed at home. Parents are very happy with how their children are progressing with the childminder and really enjoy reading the contact book as they feel they know what their child has been doing with her. Comments include 'it makes me feel I am not missing out on too much' and 'as parents the contact book has been vital for communication about our child'. The childminder demonstrates an understanding of the need to work in partnership with other settings. She has started to establish partnerships with some settings that children attend, although these are not fully developed to promote continuity in children's care and learning.

The childminder demonstrates a strong commitment to her personal development, undertaking further qualifications and training courses to develop her knowledge. She has additional ideas for enhancing her provision; for example, she is planning to complete a level 3 qualification, to further develop her knowledge of childcare practice and to enhance the service she provides. The childminder is committed to continuously improving the provision and does this by monitoring and evaluating her practice. She has effective reflective systems in place to evaluate her practice and these include seeking the views of parents and children. Self-evaluation systems outline areas for further development in order to maintain continuous improvement.

### **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

<b>Unique reference number</b>	EY425153
<b>Local authority</b>	Kent
<b>Inspection number</b>	937227
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/10/2011
<b>Telephone number</b>	

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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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