

## Inspection date

Previous inspection date

11/11/2013

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

- Children are making good progress in their learning, particularly with regards to their communication and language development.
- Children take part in a good range of activities and learning experiences, specific to their needs and interests.
- Children are secure, relaxed and happy. They share very positive relationships with the childminder. She successfully promotes their confidence, independence and self-esteem through effective encouragement and praise.
- The childminder meets the safeguarding requirements well and therefore promotes children's welfare effectively.

### It is not yet outstanding because

- Opportunities for parents to be fully involved in their child's progress and ongoing assessment are not fully embraced.
- Although systems of self-evaluation have begun, the childminder does not seek the views of parents and children in identifying priorities for improvements and how these will be addressed.

## 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 children in the downstairs rooms.
- The inspector looked at some of the childminder's policies, including safeguarding and risk assessment.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector discussed the childminder's understanding and knowledge of individual children.
- The inspector looked at children's assessment records.

## Inspector

Helen Edwards

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two pre-school children in Tonbridge, Kent. The whole of the premises is registered for childminding, except for one of the bedrooms. There is a garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, two of whom are in the early years age group. The childminder attends the local childminding group, and a variety of toddler groups and physical play centres. Her home is close to public transport, schools, shops, library, parks and other amenities. She collects children from local schools and pre-schools, and she operates all year round from 8am to 6.30pm. The childminder supports children with special educational needs and/or disabilities and children learning to speak English as an additional language.

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

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

- develop further systems to involve parents in their children's next steps in learning, for example by inviting them to contribute to their learning journals
- develop systems of self-evaluation through seeking more feedback from parents and children, to further identify any areas for further development.

### Inspection judgements

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

The childminder has a good understanding of how to promote the seven areas of learning and development, and of how children learn through play. Consequently, children enjoy their learning and make good progress. They choose freely from a good variety of toys and activities that promote all aspects of their development and stimulate a range of different interests. Children enjoy exploring paint and natural objects such as shells and leaves, creating art work which is displayed in the childminder's home. They engage in role play in the play kitchen, pretending to cook food with the child-sized pots and pans.

The childminder observes children and assesses their progress thoroughly. Her assessments mean that she quickly identifies any difficulties in children's learning and development and she then puts in place procedures for offering additional support. The childminder is aware of the need to complete the progress check for two-year-old children in partnership with parents. The childminder works closely with parents and shares ongoing information regarding children's progress and achievements by using verbal

communication, a daily diary, and an online learning journey system. Parents can access the online system to see what their children are learning and how they are progressing. However, the childminder does not effectively encourage parents to contribute to the learning journeys so that she may continue that learning in her home.

Children are confident and independent, and are free to select toys and resources from the easily accessible storage. They concentrate on activities and are keen to explore new resources. Children are developing early literacy skills as the children sing songs with childminder and listen to stories. The childminder takes care to use encouraging and meaningful language when interacting with the children, in order to increase their vocabulary and support their thinking and communication skills. She takes children to toddler groups so that they can learn to socialise and mix with other children. She also makes effective use of the local facilities such as indoor play facilities and the library. Regular visits to parks, and outings in the local community, further promote children's learning and enhance opportunities to develop physical and social skills. Children receive positive levels of attention, which support their individual needs and prepare them for future learning opportunities.

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

The childminder's enthusiasm and knowledge of her role help to ensure she effectively promotes children's well-being. She understands how familiar routines and comfort objects, regular mealtimes and rest times can help to promote this. The childminder takes the children outdoors regularly, in all weathers, to explore the changing seasons and enjoy the variety of weather. She considers fresh air and exercise are a priority. Children access drinks at any time and enjoy a range of healthy snacks and meals. The childminder ensures that her menu offers the children variety and helps children to learn how to stay healthy.

The childminder supervises children closely but allows them to try to do things for themselves within their own level of understanding and ability. This enables them to develop confidence and independence, and to learn to take risks. Older children learn about keeping themselves safe, for example on outings when they learn about road safety.

The childminder makes sure children are safe and secure within the setting as she has effective procedures in place to identify and prevent potential hazards. Children access resources freely from low shelving and the childminder encourages children to make choices and express their preferences.

The childminder has created a warm and lively atmosphere in her home, and children enjoy playing and learning in her care. She works closely with parents to ensure that their children settle easily, through a sensitive settling-in programme.

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

**provision**

The childminder's good knowledge of the requirements of the Early Years Foundation Stage ensure that children's overall well-being and learning are successfully promoted. This includes effective monitoring of the planning and delivery of the educational programmes. The childminder has an accurate understanding of where each child is in their development, and is able to identify and plan for children's next steps in learning. Overall the childminder works closely with parents to support their child's learning. She has given parents access to her policies via the online system she uses to record children's learning. The childminder demonstrates that she understands the importance of working in partnership with other providers when children attend settings as well as her own.

The childminder has a good knowledge of safeguarding issues. She has attended relevant safeguarding training and demonstrates a secure understanding of the need to work in partnership with other agencies, where necessary. She conducts regular risk assessments to ensure that the environment is safe for the children's use.

The childminder has made an effective start to the management of her childminding provision. She reflects daily on her provision and the needs of the children who attend. For example, she buys new resources according to their needs. There is some exchange of views about her provision with parents at drop off and pick up times. However, the childminder does not fully involve parents and children in helping her to identify priorities for improvement and how these can be addressed.

**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	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

<b>Unique reference number</b>	EY461743
<b>Local authority</b>	Kent
<b>Inspection number</b>	919377
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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