

Inspection date

Previous inspection date

14/11/2013

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

- The childminder is enthusiastic, friendly and welcoming. Her nurturing approach to initial settling-in helps children to form secure bonds with her, which fully supports their emotional wellbeing.
- Thorough safeguarding and health and safety procedures ensure children are safe, secure and protected while in her care.
- The childminder has good relationships with parents, keeping them informed of children's activities, learning and progress on a regular basis.

It is not yet outstanding because

- There are fewer opportunities for children to explore natural resources to develop their senses.
- The childminder does not fully consider children's privacy during intimate personal care routines.

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 interactions between the children and the childminder.
- The inspector sampled the childminder's written paperwork, including policies, learning journals, daily diaries, activity planning and risk assessments.
- The inspector considered the written comments provided by parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Bernadette Gibbs

Full report

Information about the setting

The childminder registered in 2013 and lives with her husband and four children in a five bedroom house in Hawkinge, Folkestone. The home is close to a bus route and Folkestone town centre is approximately three miles away. The childminder is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The whole house is available for childminding, with a fully enclosed garden for outside play. The childminder offers overnight care. There are currently five children on roll, three of these are in the early years age range. The childminder attends a local parent and carer toddler group. She takes and collects children from local schools. The childminder holds a National Vocational Qualification at level 2 in childcare. The family have a pet cat.

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 natural resources indoors to encourage children to explore using their senses

- improve children's privacy during intimate personal care routines.

Inspection judgements

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

The childminder is effective in meeting the needs of the range of children who attend. She takes into account the children's starting points and current abilities when planning activities and providing resources to help them make good progress. There is a strong focus on the three prime areas of learning; communication and language, physical development and personal, social and emotional development for the young children the childminder minds. This helps to build a sound foundation for the development of the other areas of learning. The childminder regularly observes children, assessing their development; she keeps written records of these assessments and can easily identify children's next steps from them. Parents also provide information in the two way daily diaries about what has interested their children at home so that similar activities can be offered, meaning children receive consistent care tailored to their individual needs.

Children play together happily using resources provided to meet their specific needs. Those at the early stages of walking use a low level play house to hold on to. They crawl through the doors and use the small slide giving them confidence to move independently in a variety of ways and building core muscle strength. Young children enjoy putting things in and out of containers, so a variety of posting box type toys captures their

interest for a prolonged period of time. Music and children's songs play quietly in the background. Children dance and spontaneously do the movements to 'wind the bobbin up' and other firm favourites they hear, showing their pleasure as the childminder picks up on this and joins in. Musical toys provide further opportunities for the children to move their bodies rhythmically and their smiles clearly show their enjoyment. However, most of the resources indoors are plastic, limiting the sensory tactile experiences children gain from natural materials.

Regular outings to local beaches and parks expose children to the wider environment and fresh air. Attending local toddler groups develops their social skills further and expands the variety of activities they can access. Books are a firm favourite; children often choose a book and offer it to the childminder to read to them as they snuggle in together. The childminder talks to the children about what they are doing and asks them about choices they make and what they want to do next, developing children's listening and communication skills.

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

The childminder knows the children she minds very well providing a homely, calm, caring environment for them. Settling in is flexible and individual to meet the needs of each child and family. This gives the childminder first-hand experience of each child's needs, and enables her to follow routines that are familiar and comforting. This means she is able to promote a smooth seamless transition from home into the childminding provision. Children share one to one time with the childminder during the course of the day, which helps them to form secure emotional attachments. The childminder boosts their self-esteem and confidence by praising their efforts and achievements, bringing smiles of delight.

Older minded children are involved in setting house rules, such as reducing trip hazards by putting shoes and toys away after use. The childminder gives children clear boundaries and explanations to help them learn what is expected. Even the youngest children help to tidy away resources with the childminder. The childminder has a thorough risk assessment regime for every room in her home, with safety gates in place. Risk assessments are also in place for each regular outing to ensure the safety of children at all times. The childminder's home is fitted with a fire detection and alarm system; the children are learning to stay safe as they practice emergency evacuation on a regular basis.

Children learn of the importance of a healthy lifestyle as they have fresh air and exercise each day. They visit local parks, nearby beaches, swimming pool and have access to the garden, which is well equipped with large play equipment. The childminder provides a good choice of fruit at snack times, and parents provide a sandwich and finger foods for lunch. Children are able to access their drinking cups freely throughout the day. Children staying all day have a home cooked meal, for example shepherd's pie or beef stew and dumplings with the childminder and her family in the evening. All meals are nutritionally well balanced and based on individual dietary needs recorded by parents.

Children are happy to have their nappy changed and lay down in readiness while the

childminder washes her hands and collects the require items. The childminder makes this a calm, intimate moment and children are happy throughout. However, she does not fully consider children's privacy, as it takes place on a changing mat on the floor of the main playroom. The childminder encourages children to be kind to each other with gentle reminds to be careful not to knock each other over. She manages occasional disagreements sensitively to quickly resolve them. Children are happy to say please and thank you at meal times, learning social skills for the future.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training. This means she is clear of the procedures to follow should she have concerns about the welfare of the children in her care. The childminder maintains a secure home. She records all visitors in the visitors book and checks their identity. She clearly displays fire evacuation procedures, and completes fire drills every 6 weeks. Her house has a mains fire detection system installed. The childminder completes written risk assessments for every room in the house, her garden, and for each outing journey and venue. She shares these assessments with parents and regularly reviews them to help keep children safe and secure.

The childminder has a current first aid qualification, and records and shares all accidents and incidents with parents via the accident book and daily diaries. Procedures are in place to record the administration of medicines. The childminder obtains the required written instructions from parents and their signature when she administers medicines. Consents are in place to seek emergency medical advice or treatment if needed. Children's well-being is a high priority for the childminder.

A secure knowledge of how children learn enables the childminder to plan and deliver a programme of activities to help children make good progress across all areas of learning, and meet the learning requirements of the Early Years Foundation Stage. Effective observation and assessment of children's learning informs the development reports provided for parents, to which they also contribute, each month. The childminder has plans to improve her knowledge further by working towards a National Vocational Qualification at level 3, with ambitions to expand her provision in the future. Parents responses to questionnaires show they are extremely pleased with the care given to their children, commenting on how flexible the childminder is to meet changing needs, how their children are in a 'home from home' environment and of the exciting busy days their children have. The childminder is aware of the support available, if needed, for those children with additional educational needs. Having experience of working in a pre-school she is aware of the importance and the requirement to share information with others involved in the care and learning of children.

Written self-evaluation is in its infancy, although the childminder effectively demonstrates positive changes she has made to benefit the children. For example, children now play in a

more accessible part of the home, giving them more space to crawl and learn to walk, with resources and facilities close at hand.

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

Unique reference number	EY459400
Local authority	Kent
Inspection number	919883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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