

Inspection date	25/11/2013
Previous inspection date	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 shows a commitment and dedication towards ensuring the setting is a safe, happy and exciting place where children enjoy playing and learning together.
- The relationship between the childminder and parents is strong and benefits the children through good continuity of care.
- All the required record keeping, and policies and procedures are up-to-date and well organised to meet the Statutory Framework for the Early Years Foundation Stage requirements.
- The childminder interacts very well with children, ensuring they get the attention they need to develop and learn.

It is not yet outstanding because

- The garden does not consistently provide opportunities for children to explore and use their imagination, and extend their learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the childminder throughout the inspection.
- The inspector observed the children and sampled relevant documentation.
- The inspector fed back her findings to the childminder.

Inspector

Mary Vandeppeer

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young daughter in Kings Hill, West Malling near Maidstone, Kent. The downstairs area of the childminder's house is available for childminding, where there is a playroom and bathroom facilities. There is a secure rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are two children in the early years age group on roll. The childminder walks to local schools and pre-schools to take and collect children. The family has 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:

- extend use of the outdoor garden area so that it provides further opportunities for children to explore and use their imaginations.

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 children learn through play. She provides consistent opportunities for them to access stimulating activities. The childminder encourages children to use their imaginations, by providing role play and creative resources. She is skilful in asking open ended questions about what children are doing to promote their thinking and problem solving skills. The childminder favours a child led approach in promoting learning and development. Before she starts caring for children, she ensures she obtains required and important details about their personal background and individual needs. The childminder asks parents about their children's development and what they can already do. This vital information about children's starting points, together with the childminder's ongoing observations of the children, supports her planning of children's daily activities.

The childminder provides a bright and well resourced play environment where children can choose what they want to do. The children enjoy playing with puzzles and dressing up activities. They love the small world figures such as people, animals and cars. These provide children with the opportunity to act out different scenarios. The childminder makes good use of the activities children enjoy, to encourage their communication and language skills. She is skilful in getting children to speak about what they can see and what they know. For example, when children are putting together a puzzle, the childminder involves them and asks leading questions about the different pictures on the puzzle pieces. The younger children love playing with role play activities, such as a kitchen with its cooking accessories. They show delight and are clearly pleased when the

childminder praises them. The childminder often joins in with their play, as this helps them interact with others and learn to negotiate and share their play ideas.

There are opportunities for children to develop physical skills every day. However, the childminder does not use the garden area on a regular and frequent basis to extend children's learning experiences to explore and use their imaginations when outdoors. The childminder ensures she takes children to visit local parks most days. This provides them with the space to run about, climb and learn to balance, promoting their ongoing physical development. The childminder helps children recognise their colours and learn to count, using everyday activities to promote this. She gently corrects them when appropriate so that they learn to use the correct language to communicate. The childminder makes time to discuss the children's daily routine with their parents, whenever they pick them up. The childminder uses a contact book to compliment and confirm these conversations. Parents can look at their children's development records at any time, supporting continuity of care.

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

The childminder's home is very welcoming, warm and child friendly. As a result, children settle well, and clearly feel safe and secure when they are with the childminder. The children's welfare and well-being are the childminder's main priorities. For example, the youngest children love her joining in with their chosen activities or looking at a favourite book with them. The childminder ensures she is always nearby to give children cuddles and comfort, for example, when they are upset or tired. She is skilful at encouraging children's independence, helping them to respond to their own needs. For example, by allowing them to choose how they play with the toys and resources that interest them. The childminder praises children in their achievements, confirming their feelings of self-esteem and confidence.

The childminder gives good attention to children's health. She provides drinks, snacks and meals that are nutritious and balanced. This helps children learn which foods are good for them. The childminder has attended a recognised first aid course and has a well-stocked first aid kit. As a result, she is very knowledgeable and equipped to treat any minor injuries children might sustain. The childminder carries out regular risk assessment checks that she records and monitors regularly. These help to ensure the environments, equipment and resources children use are suitable and free of hazards.

The childminder uses her recently attended, initial childcare training to produce well-written policies and procedures. These help her to safeguard children whilst they are in her care, as she is clear on the procedures to follow should she have a child protection concern. Children trust the childminder, and together they have very good and close relationships. The childminder has very successful strategies in place to manage children's behaviour. She is clear in her instruction, for example, when they are playing together and need to share or take turns. The children respond positively, as they learn how to manage their feelings and behave in different situations.

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

The childminder has a very good knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Each child has a learning journey folder and book, where the childminder records her observations. Her written assessments of children's progress are evaluative and linked to each child's stage of development. These show that all the children attending are progressing very well across the areas of learning.

Clear and effective procedures are in place to ensure the childminder's setting runs consistently and efficiently to the benefit of all the children. The childminder is good at self-evaluating her service, which means she is able to assess and implement any changes required. These include improvements to the environment, such as the layout of the playroom, providing more room for children. The childminder is undertaking numerous on-line courses to promote her professional development. These help to keep her up to date with current practices, for example, safeguarding and behaviour management. The childminder keeps in contact with other child carers in her area, through attending different local childcare events and groups. This assists in the development of her childminding service. The childminder is aware of the benefits of establishing good links with other settings children attend.

The childminder encourages parents to be part of the service she provides. They let her know through text messages and e-mails, how happy and pleased they are with their children's progress since being with her. She continues to work at improving this process to ensure parents can be more involved in their child's learning and development. There are signed consents by parents, for different areas of their child's care and learning, for example, outings, the taking of photographs and the administration of medications. This helps her to meet the children's care needs in line with parents' wishes. The childminder understands the importance of sharing information with them for children's continuity of care and learning, so that they are well prepared for their next stage of learning.

The Childcare Register

The requirements for the compulsory 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	EY461632
Local authority	Kent
Inspection number	920225
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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.

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