

Inspection date	11/11/2013
Previous inspection date	11/09/2013

The quality and standards of the early years provision	This inspection:	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

- Children have secure, trusting relationships with the childminder, who is warm and caring. Consequently, children are settled and happy, and growing in confidence.
- The childminder uses skilful observations and evaluations to plan activities that support children's development and promote good progress.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe, as she takes good steps to reduce potential dangers.
- The childminder has very good relationships with parents and works successfully with them to meet the children's individual needs.

It is not yet outstanding because

- The childminder has not fully explored all communication strategies, in order to further support all children's speaking skills.

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 spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector discussed risk assessments with the childminder and inspected all areas of the premises.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Barnett

Full report

Information about the setting

The childminder registered in 2001. The childminder regularly works with one or two assistants. She lives with her husband and two children. They live in a house in Ashford, Kent near to schools, shops and parks. The whole of the ground floor of the property and a first floor bedroom are used for childminding. There is an enclosed garden available for outside play. The childminder has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children in the early years age range. She also offers care to children aged up to 11 years. The childminder attends local carer and toddler groups on a regular basis. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the communication and language development of children who find verbal communication more difficult, for example, by using a broader variety of communication strategies, including signing or visual aids, where appropriate.

Inspection judgements

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

Positive systems help the childminder to find out about children's learning needs when they first start. The childminder uses this as a secure starting point to plan for the children's individual needs. She makes observations of children while they play, links them to the areas of learning within the Early Years Foundation Stage, and identifies priorities for the children's ongoing learning and development. Arrangements for parents to share information about their child's achievements at home, to promote a shared approach to children's learning are effective. The childminder is fully aware of the requirement to complete progress checks for children between the age of two and three years and has suitable assessment and recording systems in place ready to use soon.

Children thoroughly enjoy acting out role play scenarios. For example, they walk around with dolls taking clothes and shoes off, babbling and having an imaginary conversation. The childminder supports this pretend play by asking open-ended questions and encouraging children to respond. These actions support children's emerging communication skills. Children communicate their thoughts and feeling with the childminder through gestures and words. Children are confident to interact with the childminder as she listens intently and responds warmly and with interest. However, the

childminder has not fully explored all communication strategies, for example using signing or visual aids, to further support children who find verbal communication more difficult.

Children learn to identify colours by using art and craft resources and talking to the childminder who asks good questions. They enjoy using a variety of writing materials in tasks such as chalk, crayons and pencils, which promotes mark-making skills. Children make good progress in their personal, social and emotional development as they learn to play with others and share resources. They gain confidence from the praise and acknowledgements that the childminder gives them and are motivated to join in with activities. These skills support children for their future moves to other settings and eventually school.

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

Children are happy and very settled in the childminder's care. They have good relationships with the childminder who chats to them and plays with them down on the floor at their level. Toys and resources are age appropriate and are used to promote the different areas of learning well. The play area is organised well, which means that children can easily access resources from low-level units and containers, which helps them to make choices. Children's behaviour shows that they feel comfortable in the setting. They move around with confidence seeking the childminder out to play with them. They behave well because the childminder is a good role model, says 'please' and 'thank you' so children learn to be polite. She offers consistent praise and guidance for them about what is acceptable behaviour. Therefore, they learn right from wrong.

The childminder is sensitive to children's physical and emotional needs and responds well to ensure that she fosters their well-being successfully. For example, she knows the signs when they are hungry and offers healthy snacks, such as bananas and balanced meals. Children learn to adopt healthy lifestyles in the childminder's care. They are active as they play in the garden, at soft play centres and on trips to the park or beach. Children use equipment that helps them learn to move their bodies; therefore, they develop physical skills well.

Children learn about safety from an early age because the childminder reminds them to be careful as they move about the home. She gently explains to them about not standing on toys and the consequences, such as falling and hurting themselves. They follow safety procedures, such as for evacuation, taking part in procedures that teach them how to keep themselves safe in an emergency.

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

The childminder demonstrates a secure knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She uses this awareness confidently to support children's well-being. The childminder is clear about

her role and responsibilities regarding child protection and safeguarding children. She knows the procedures to follow should she have any concerns about a child in her care. A written safeguarding policy is in place, which supports the childminder in her role, and she has attended relevant training.

The childminder has completed a written self-evaluation to review her practice. As a result, she reviews and improves routines to help meet children's needs effectively and plans for improvement of her provision. The childminder has set realistic targets, such as improving the garden. This demonstrates her commitment to improve outcomes for children. The childminder maintains all aspects of her paperwork very well; this includes evidence to show that all adults involved in the care of children and household members are suitably checked. Written risk assessments are thorough and include all areas of the home, garden and outings. The childminder's home is seen as safe and suitable. The childminder meets the learning and development requirements well. She assesses the children's learning to make sure she is meeting their needs and plans a good programme of activities to promote children's further learning so they make good progress towards the early learning goals.

The childminder offers a long-term commitment to parents and their families, which enhances relations and maintains effective lines of communication. She initially meets with prospective parents and she provides them with relevant documentation. This includes past reports, a range of written policies and procedures as well as information regarding the learning and development requirements. This enables parents to gain an understanding of the childminder's duties as well as what they can expect. Parents remain fully up to date about their child's daily achievements, using a two-way diary and discussions. The childminder seeks feedback from parents with questionnaires. They also freely write letters of recommendation and thank you cards and they rate the childminder very highly.

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	156699
Local authority	Kent
Inspection number	938363
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	11/09/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

