

Inspection date

28/11/2013

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 is friendly and welcoming, building tender relationships with the youngest children. Her nurturing approach helps children to settle happily forming close bonds which fully supports their emotional well-being.
- The outdoor play environment is well resourced with a variety of equipment to extend and support children who are active learners.
- Feedback from parents is very positive; they feel confident in leaving their children with the childminder.
- The childminder has a clear understanding of the safeguarding and welfare requirements, which ensures children are cared for in a safe and secure environment.

It is not yet outstanding because

- Although relationships with parents are good the childminder does not comprehensively encourage them to further support their children's learning at home.

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 activities on the ground floor and outdoors, and viewed all the areas used for childminding.
- The inspector held discussions with the childminder during the inspection.
- The inspector sampled a range of documents including policies, accident and medication logs, registers and electronic learning journals.
- The inspector took account of the views of parents provided through parental questionnaires and written testimonials.

Inspector

Bernadette Gibbs

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and one senior school age child in a house in East Sutton, Kent. Children have access to a playroom, a lounge area, the kitchen/dining area and a downstairs toilet. They also have access to a large enclosed garden, which contains a large shed and a playhouse for the children to play in. Children have their own bedroom when being looked after for overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is able to provide overnight care for children. There are currently eight children on roll. Of these, six are in the early years age group. Children attend for a variety of sessions. The childminder works with her husband who is also a registered childminder. The childminder is available to drive to local schools and pre-schools to take and collect children. She regularly visits local parks, beaches, woods and social groups with children.

What the setting needs to do to improve further

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

- strengthen partnership working with parents to include supporting them in developing their children's learning at home.

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 the Early Years Foundation Stage learning and development requirements and the quality of her teaching is good. She is using an electronic system based on guidance documents to track the development and progress of children against development milestones using observations. This helps her identify their next steps for learning to help them make at least good progress. The focus of the planned learning is on the three prime areas of learning; communication and language, physical development and personal, social and emotional development. This helps the young minded children to acquire skills required to develop in the other areas of learning and to ultimately be ready to move on to school.

Children enjoy a good range and variety of resources both indoors and outside. For example, they investigate and use quinoa and couscous as an alternative to sand in trays. The youngest children have fun exploring the properties of pouring it from containers and through a sieve as they develop their hand-to-eye coordination skill. Children choose resources independently from the designated playroom or the outdoor storage area as most are stored at a low level. Children are able to move freely between the playroom, lounge, kitchen and outdoors. This gives children the confidence in exploring and following

their individual interests and preferences and helps them become active learners.

The childminder is aware of the requirement to complete a progress check for two-year-old children and to share information with parents. This helps parents to know more about their children's early learning and development. As yet the minded children in the early years age group are all younger than two years. Parents have individual access to their children's learning journal via the internet and have the opportunity to respond to observations and add their own comments about what their children have been doing. This collaborative working benefits the children's learning outcomes. However, the childminder does not always suggest ways in which parents can extend their child's learning at home to further support their child's progress towards the early learning goals.

Children have the opportunity to develop good communication and language skills as the childminder talks to the children constantly. The childminder totally focuses and engages with the youngest children, talking to and smiling at them while they communicate back making babbling sounds. This gives the children an early understanding that they are listened to, and about taking turns in conversation. Car journeys to and from school are used as a time for singing favourite children's songs with school children showing the actions to the younger children. These songs have relevance to previous learning experiences with the childminder. For example, the song 'wind the bobbin up' was related to the early morning experience of using the sewing machine and an older child getting the bobbin in a tangle. Children learn about the local neighbourhood and environment from outings to the woods on the golf course, the playground, library and by visiting toddler groups. In the woods children work together building dens using natural resources, enhancing their relationships with their peers. They also increase their understanding of the world around them.

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

The childminder provides a very homely and relaxed environment for children. She helps them to settle and adapt to the move from home by arranging several flexible settling-in visits with their parents. These visits result in settled, comfortable children who are confident to move from room to room freely accessing the areas available to them. The children have formed secure emotional bonds and trusting relationships with the childminder, for example as babies snuggling in close to be fed.

The childminder promotes children's well-being as she cares for them in a safe, comfortable and clean environment. She prepares healthy meals and snacks using fresh fruit and vegetables to support children's individual dietary needs and follows good hygiene practices. The childminder batch cooks meals at the weekend to freeze, enabling her to focus her time during the week on engaging with the children in her care. Consequently children receive plenty of good attention, care and make good progress. Children are encouraged to lick or try a small amount of anything new to them so they develop the range of food they eat as part of a healthy lifestyle. To encourage children to have fruit at school instead of cereal bars the childminder gives the older children a marker pen to write their name and draw a face on the outer peel of the fruit, such as

bananas.

The positive role modelling provided by the childminder helps children learn about acceptable behaviour. She offers them praise and encouragement to support their self-esteem and promotes the use of good manners while sitting at the dining table to eat meals and snacks together. Such practices also support children in their preparation for moving on to school. Children learn of the importance of leading a healthy lifestyle as they enjoy fresh air and exercise on a daily basis either in the garden or on trips out to the woods or beach.

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

The provider demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended local authority safeguarding training and is fully aware of the procedures to follow should she have any concerns about the welfare of children in her care. Policies and procedures are up to date, shared with parents and explained in detail so that parents fully understand how the childminder cares for their children. The childminder has drawn up, and implements an emergency evacuation plan, practising drills once a term so that children become familiar with the escape routes and know what to do in the event of a real emergency. The house is fitted with smoke detectors and a fire blanket is in place in the kitchen as a means of reducing the effect of a minor fire, to help protect children's welfare.

The childminder's home is well maintained and she carries out regular risk assessments including those for outings to ensure children are kept safe from harm. The childminder checks the identity of unknown visitors and she ensures that all visitors are recorded in the visitors' book, as part of her ongoing safeguarding measures to protect children's well-being.

The childminder holds a current paediatric first aid certificate, enabling her to deal with minor injuries or accidents children have. The childminder has a policy in place for the administration of medicines and the required consents from parents are in place linked to the daily registration system. This helps the childminder to ensure she cares for children in line with their parents' wishes.

Relationships with parents are a particular strength. Written comments made by parents include 'the childminder is extremely flexible, very friendly and my children just love coming here - I can't get them out of the house'. The childminder keeps medical appointments with the children in her care when parents are unable to do so, in line with their wishes to support children's welfare. The childminder shares details of children's learning while in her care with the parents verbally each day, as well as through the use of the online learning journal.

The childminder is fully committed to maintaining and improving the quality of services provided for children and their families. She makes good use of training provided by

support agencies and keeps up to date on childcare matters to support her in her role. For example, she reads documents such as 'More great childcare' and consultation documents, drawing on her previous experience working in a childcare environment. The childminder is very knowledgeable about concepts such as the key person approach, attachment theory and theory of mind. This is reflected in the strong bonds formed between the childminder and the minded children. The childminder intends to continue expanding her knowledge by furthering her studies. She also has a vision to improve the physical challenges for children by providing large outdoor climbing equipment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461081
Local authority	Kent
Inspection number	919586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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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