

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 attentive towards the children in his care. His nurturing approach helps children to feel emotionally secure and develop good relationships which fully support their personal, social and emotional development.
- Children access a very good range of resources and use the space within the home well to effectively support their learning and development in all areas.
- The childminder develops a good relationship with parents to support children's care and learning and development and they comment positively about his provision.
- The childminder fully understands his role regarding safeguarding and promoting children's welfare, meaning that children are cared for in a safe and secure environment.

It is not yet outstanding because

- The childminder does not consistently find out about children's starting points for learning when they first join his care.

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 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. He lives with his wife 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 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. He is able to provide overnight care for children. There are currently six children on roll. Five of these are in the early years age group and they attend for a variety of sessions. The childminder works with his wife who is also a registered childminder. The childminder is available to drive to local schools and pre-schools to take and collect children. He 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 the systems used to gather information about children's starting points for learning on entry to the setting.

Inspection judgements

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

The childminder's good understanding of the Early Years Foundation Stage learning and development requirements has a positive impact on the outcomes for children. Consequently the quality of teaching is good and children make good progress towards the early learning goals. The childminder effectively uses guidance documents to monitor children's progress and plan their next steps for learning so they make good progress. He also makes good use of an electronic system to record details of observations and to assess children's overall development.

The childminder plans and provides the children with a broad range of activities that support their key areas of learning at a young age. These include children's communication and language and physical development as children who attend his care in the early years age group are all under two years of age. This helps the minded children to acquire the skills required to develop in the other areas of learning, such as literacy and mathematics.

Children are provided with a wide range and variety of resources both indoors and outside in the garden. For example, children have fun in the outside play house, using dolls and buggies as they play imaginatively. Children are able to freely access the resources

independently as most of them are stored effectively at a low level. This encourages children's exploration and investigation, resulting in them becoming confident and active learners.

The childminder is aware of the requirement to complete a progress check for two-year-old children. He has identified a template for completion, when children reach this age, within the electronic learning journal system already in use. Parents have individual access to their children's learning journal via the internet and the childminder encourages them to add their own comments so that there is a collaborative approach to supporting children's learning and development in the Early Years Foundation Stage. When children start with the childminder he obtains information about health and dietary requirements to enable him to meet their specific care needs. However, the childminder does not consistently gather good information from parents about children's developmental starting capabilities. Consequently, he is not fully able to accurately measure progression from children's starting points, although he does make his own initial observations and is aware of the progress children have made since then.

Children have the opportunity to develop language skills as the childminder talks to the children constantly, repeating single words and adding to them. For example, when a young child says 'water' the childminder says 'yes, water, pouring water'. 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. Outings to the woods on the golf course, the playground, library and visiting toddler groups help children to learn about the local neighbourhood and develop social skills as they mix with other children. Photographs show children working together in the woods building dens using natural resources, enhancing their relationships with their friends as they develop their understanding of the world.

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

The childminder provides a comfortable, child-friendly and relaxed environment. He has good systems in place to support children to settle into his care, as he organises flexible settling-in visits with their parents. Consequently children move around and play confidently, freely accessing the areas available to them as they learn through play. The children show they feel emotionally safe and content in their interactions with the childminder and his co-childminder. For instance, they turn to the childminder for comfort after falling over, snuggling in until they are ready to move off when feeling better.

Children learn of the importance of leading a healthy lifestyle as they enjoy fresh air and exercise daily either in the garden or on trips out to the woods or beach. In the garden children are free to run and climb onto the slide and enjoy greater freedom of movement building core muscle strength. They also learn how to play safely both indoors and outside in the garden or at different venues they attend on outings. The childminder acts as a positive role model, teaching children about keeping safe on outings in the car and by encouraging them to behave appropriately at all times. The childminder uses plenty of positive reinforcement and encouragement to support children's emotionally well-being.

He encourages them to say please and thank you and to be caring and considerate to their friends as they play.

Children's well-being is maintained as they are cared for in a safe, clean environment. The childminder carefully notes details of children's individual dietary requirements to enable him to cater for their specific requirements. For example, he avoids giving young children acidic fruits like oranges and grapes and provides banana and pear instead so they still enjoy a healthy range of nutritious meals and snacks. The childminder works closely with his co-childminder to make sure good hygiene procedures are following regarding food preparation, to reduce risks to children's health and welfare. Children are encouraged to lick or try a small amount of anything new the childminders introduce to them for snacks or meals. As a result parents are astonished by the variety of foods their children are now eating, as part of a healthy diet.

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. He has attended safeguarding training and is aware of the possible signs that may indicate concerns about a child. He also demonstrates a good understanding of the procedures to follow if he has any concerns about children's welfare to help to keep them safe. The childminder follows good safety measures regarding the use of mobile phones and cameras, as part of his ongoing safeguarding measures to protect children. The childminder uses a broad range of written policies and procedures, which are up to date and shared with parents so they understand how he cares for their children.

The childminder's home is well maintained, risk assessed and resources are safe and kept clean for the children to use. The childminder also carries out risk assessments for any outings they undertake, which helps to ensure children stay safe from harm. The identity of any unknown visitors is checked and he ensures that all visitors are recorded in the visitors' book, preventing unauthorised access to the children in his care.

The childminder has had training for and holds a current paediatric first aid certificate, giving him the knowledge required to deal with minor injuries. The childminder has a policy in place for the administration of medicines. He makes certain he obtains the required consents from parents so that he cares for children fully in line with their wishes. If the childminder administers medicines during the day the childminder asks parents to check and countersign the forms. This helps him safeguard and promote the good health and well-being of children.

The childminder has strong partnerships with parents to support the care and education of each child in his care. Parents comment in writing how 'the childminder is extremely flexible, very friendly and my children just love coming here'. Parents appreciate that the childminder will keep medical appointments with the children in his care when they are unable to do so. The childminder shares information about the children's learning with the

parents verbally, as well as through the online learning journal so they are involved in their children's development.

The childminder is fully committed to maintaining and driving improvement in the quality of his provision for children and their families. He evaluates his practice and attends training to develop his knowledge and skills, in order to improve the quality of his childminding provision. He keeps up to date on childcare and learning by reading national guidance and consultation documents. He has plans to share his artistic and musical skills with the children he cares for in a dedicated studio to support their creativity and general learning.

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	EY460397
Local authority	Kent
Inspection number	919580
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
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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