

Inspection date	02/12/2013
Previous inspection date	11/01/2010

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

- The childminder is skilled at extending children's play, providing the resources to do this in a stimulating and interesting way.
- The childminder interacts easily and meaningfully with the children, encouraging them to engage with her.
- The self-evaluation and reflective process is very efficient and effective in improving the provision.
- The childminder clearly works closely with parents, promoting good quality continuous care and learning opportunities for each child.

It is not yet outstanding because

- There is limited space for children to enjoy quiet time or look and benefit from looking at books.

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 held discussions with the childminder throughout the inspection.
- The inspector viewed the environment and the resources and provided.
- The inspector fed back her findings to the childminder and her co-childminder.

Inspector

Mary Vandeppeer

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband, who is a co-childminder and their two adult sons, one of whom works as her assistant, in Allington, Maidstone, Kent. Most areas of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The family has a dog and a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll, 13 of whom are in the early years age group. The childminder is also registered to care for one child overnight. The childminder takes children to the local school and also collects them. The childminder and her husband are both quality assured childminders.

What the setting needs to do to improve further

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

- improve the quiet area for children, so that it is more inviting and they can further benefit from looking at the wide variety of books available to them.

Inspection judgements

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

The childminder has a good knowledge and understanding of all the learning areas. She ensures that the time children spend in her home is enjoyable and exciting. She provides several areas for children to choose to play in. They benefit from using the 'exploratory' garden, all year round. Here, the childminder encourages children to explore nature, learn about insects and how to grow plants and food to eat. For example, they plant and grow tomatoes and strawberries. The childminder promotes children's physical development by taking the children to visit the local parks every day. Here they can run, learn how to kick and catch balls, climb and balance. The childminder ensures she has the information to develop children's various skills and interests. She is especially keen to promote children's communication and language skills and provides resources, and plans activities to promote speech. The childminder is very aware of the importance of children's personal, social and emotional development and provides activities to promote this. For example, she encourages children's ability to learn self-care skills and independence. The childminder works closely with a co-childminder and an assistant, so children benefit from good adult interaction. Therefore, children's speech and their listening skills are promoted well and they are able to extend their speech and language throughout their play. The childminder plans activities, and presents them invitingly to the children so they have good play experiences. She shows that she respects the children and takes account of their preferences.

The childminder makes sure she provides activities and resources that promote children's understanding of numbers, for example through games and music. There are colourful posters about numbers, letters, animals and healthy eating displayed at children's level. The childminder uses these to distract children and encourage their knowledge and recognition skills. The childminder provides children with continuous access to creative and writing materials, including sand, water and paints. This enables them to use their imaginations and practise their emerging writing skills. There is a wide variety of fiction and reference books. However, there are no quiet, cosy areas for children to enjoy them.

The childminder also plans adult led opportunities for children, so they are able to experiment with different resources, explore outdoor areas and the local community. Parents are able to view their own child's 'Learning Journey' so they can see the progress they are making. This promotes discussion about their child's day and their achievements. The observations made by the childminder and her co-childminder are focussed and supported by photographs and children's work. These observations are used to assess children's progress. The childminder records and evaluates the findings clearly, with any next steps identified and included in the next play plans. This shows that children are effectively gaining all the skills they need to move on successfully to their next stage in learning. The childminder completes the required progress check for children when they are aged between two and three years. This shows parents their children's strengths and progress regarding their personal, social and emotional, communication and language and physical development.

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

The childminder shows a dedication to making her home welcoming, warm and stimulating to children and parents. The childminder's priority is to safeguard the children in her care, their welfare is very important to her. Her good practice means that all children settle quickly, and feel safe and secure in the childminder's company.

The childminder positively promotes acceptable and appropriate behaviour. She has developed a clear behaviour management policy that shows she has thought carefully about her strategies to manage children's behaviour. She also teaches and allows children to manage their own feelings.

The childminder continuously encourages children to be independent and respond to their own needs. For example, they are able to get their own plates and cutlery, so they can be pro-active in helping to prepare for their meals and snacks. The play areas children use have resources and activities that are all within children's reach, so that they can help themselves safely and freely. The childminder also gives good attention to children's health. She provides balanced, nutritious options at snack and meal times, helping children learn which foods are good for them. Children have good opportunities to develop their physical skills every day. They use the childminder's garden all year round and also go to the nearby park. There is also plenty of space for younger children to learn to crawl and walk.

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

The childminder clearly has a good knowledge and understanding of how to implement the requirements of the Statutory Framework for the Early Years Foundation Stage effectively. She attends many training courses and workshops to ensure she can provide good, up to date practice. She has developed a range of well-written policies and procedures to underpin her practice. The childminder carries out regular risk assessment checks; helping to ensure the environments, including outdoors, equipment and resources, are always safe for children to use. The childminder's professional childcare skills and experience means she is able to ensure her provision is well managed and organised and operates smoothly. As a result, she is able to provide effectively for each child's individual care and learning needs. The childminder has recently attended a safeguarding course to update her knowledge. As a result, she has a secure understanding of the procedures to follow if there are any concerns about a child in her care. The childminder has also kept her first aid certificate updated and is experienced and trained to effectively treat any minor injuries children might sustain.

The inspection was brought forward following a notification from the childminder about a serious injury to a child that resulted in a visit by Ofsted. The visit found that an accurate record of children's attendance was not maintained. A glass-topped table posed a risk to children's safety and the assistant was not able to demonstrate how children's behaviour should be appropriately managed. They found that the settling in procedures did not meet children's individual needs and the provider's knowledge of safeguarding was not good enough. This was because the explanation of the action to be taken in the event of an allegation being made against a member of staff was not in line with the Local Safeguarding Children Board (LSCB). The childminder was issued notices to improve these aspects of her practice. The childminder has taken prompt and effective action to address all the weaknesses and now meets all requirements in full.

The childminder shows a good understanding of how children learn and develop. She uses up to date, available guidance to assess children's development and identify any gaps. Her observations of the children's achievements are professionally recorded and are linked to each child's stage of development. In partnership with her co-childminder, she has established a very effective self-evaluation process. All the carers, parents and children are involved in the process. This enables the childminder to assess and implement any changes required in a timely manner. These include attending further training and workshops to enhance her childcare practices as well as ensuring children are encouraged in developing their creativity and imagination. The childminder is in contact with other childminders and carers in her area. She makes sure she is in regular contact with providers caring for the children who attend her setting. This results in children progressing well and successfully in all areas of learning and development.

The childminder has good system to keep parents well informed about the setting. For example, there is an information board, a newsletter and all parents are provided with her copies of her policies and procedures. The childminder values parents' involvement and

this helps her to promote the welfare and safety of the children in her care. Comments and letters from parents show that they are very happy with the care and opportunities made available to their children.

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	126253
Local authority	Kent
Inspection number	940917
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	11/01/2010
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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