

Inspection date	07/01/2014
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.
- 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 fully understands her role regarding safeguarding and promoting children's welfare, meaning that children are cared for in a safe and secure environment.
- The childminder develops a good relationship with parents to support children's care and learning and development and they comment positively about her provision.

It is not yet outstanding because

- Resources do not fully reflect the range of diversity within society, to enhance children's understanding of people's similarities and differences.
- Overall, children have good opportunities to engage in arts and craft, although they do not always have the opportunity to explore their own creative ideas.

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 about her evaluation of the provision.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector took account of the views of parents provided through parental questionnaires and one parent who was present at the inspection.

Inspector

Joanne Barnett

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three school aged children in Tunbridge Wells, Kent. 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 is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll. Four of these are in the early years age group and they attend for a variety of sessions. The childminder attends the local childminding group. Her home is close to public transport, schools, shops, parks and other amenities.

What the setting needs to do to improve further

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

- extend opportunities for children to use their own ideas and imagination whilst participating in a wider range of creative activities

- develop further the range of resources to raise children's awareness and understanding of different cultures, non-traditional occupations and disabilities.

Inspection judgements

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

The childminder provides interesting activities and experiences for children, which meet the requirements of the Early Years Foundation Stage well. The childminder builds caring relationships with the children, offering encouragement to try new activities and giving lots of praise. As a result, children gain good self-esteem and grow in confidence. The children choose activities from the plastic storage unit in the conservatory or the lounge; this enables the children to select a favourite toy, as they know where to find it. They delight in playing with the farm animals and using tools to cut shapes when playing with play dough. The children are able to use some books that show different family backgrounds, and make regular trips to the local community to develop their knowledge of the world. However, in everyday play, there is limited use of objects from a variety of cultures to enhance children's understanding that people differ and to teach them about the wider world.

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 in order to develop a partnership 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.

Children thoroughly enjoy acting out role play scenarios. For example, they walk around with dolls and set up a shop with a till, having imaginary conversations. The childminder supports this pretend play by asking open-ended questions, such as, 'Please can I buy this book?', 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 shows interest, listens intently and responds warmly. Pictures on display show that children explore the varied art and craft activities that the childminder provides. Occasionally, the childminder provides children with ready-made ideas, rather than challenging them to explore concepts and ideas of their own, especially with creative activities.

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

The childminder provides a welcoming, caring environment where children settle well. The childminder provides settling in sessions for new children in addition to obtaining information about their individual needs. This enables her to promote children's well-being and provide suitable activities for each individual child. Children move around the childminder's home freely, making choices about what to play with or giving requests to the childminder. The childminder encourages children to be independent, including learning how to wash their own hands for personal care. Younger children's needs are supported well, through an established routine for sleep times, milk and meal times. Consequently, children are content and are able to build good attachments with the childminder.

The childminder has dedicated her new conservatory as an extra playroom for the children. She provides a varied selection of age-appropriate toys and resources to meet the needs and interests of all the children attending her setting. All toys are in good condition and organised well in different storage containers for the children to reach. The range of resources covers the seven areas of learning, providing stimulating opportunities. Children behave well, with gentle reminders from the childminder about saying 'please' and 'thank you'. The childminder is calm in her approach and offers praise and encouragement to the children as they play, helping them to understand what good behaviour means.

The childminder provides healthy meals for the children. She enquires about children's dietary needs and allergies when they start in her care to ensure she can meet their needs. As well as their meals, children receive healthy snacks from the childminder, such

as apples and raisins. Children have access to their drinks and enjoy daily opportunities for outdoor play in all weathers to promote a healthy lifestyle. The childminder shows good understanding about supporting children to acquire skills ready for their move to nursery or school. She supports children's independence with toileting and in putting on shoes and coats. She offers children regular opportunities to mix with other children to learn social skills, to build friendships and to learn about sharing and turn taking.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She carries out robust safety checks and competently adapts her home to help keep all children safe. The childminder has a clear effective evacuation procedure in place that helps to protect children in an emergency. She has a good knowledge and understanding of how to deal with any child protection concerns through clear written procedures. The childminder maintains all the required documentation in a professional and organised way. She uses these records effectively with parents to help safeguard and promote children's welfare.

The childminder has a positive attitude towards continuous improvements to her service. She has completed her online self-assessment and identified areas that need improving, such as attending courses in the future. A secure knowledge of how children learn enables the childminder to plan and deliver a programme of activities to help children make good progress across all areas of learning, and meet the learning requirements of the Early Years Foundation Stage. Effective observation and assessment of children's learning informs the development reports provided for parents, to which they also contribute. The childminder knows the preferences and interests of the children she cares for. This means she can offer attractive and appealing resources with good, personal support so that she meets children's individual needs.

Partnerships with parents are strong and contribute greatly to children's well-being. The childminder shares her policies with parents so they are fully aware of the service she offers. Care diaries and daily discussions take place about children's care and welfare, which promotes a consistent approach to meeting children's needs. Parents responses to questionnaires show they are extremely pleased with the care given to their children, commenting on how flexible the childminder is in meeting changing needs, how their children are in a 'home from home' environment and what the exciting busy days their children have. The childminder works in partnership with other early years settings the children attend. She recognises that this enables consistency of care and learning, supporting children in making good progress.

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	EY464447
Local authority	Kent
Inspection number	924551
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
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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