

Inspection date

Previous inspection date

07/01/2014

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

- Children make very good progress in all areas of their development as the childminder plans effectively to promote their individual learning.
- The childminder has high expectations for all children and skilfully engages their interest in a broad range of activities and experiences.
- The friendly, caring atmosphere helps children to feel secure and to develop good social skills.
- Children benefit from the freedom they receive to explore their environment and choose from the generally impressive range of resources.
- The childminder successfully encourages children to understand the importance of eating healthily and good personal hygiene.

It is not yet outstanding because

- Children do not have many opportunities to see or hear languages other than English.

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 viewed all areas of the childminding premises.
- The inspector spoke with the childminder, her colleagues, the children and parents at appropriate times during the inspection
- The inspector observed the interaction of the childminder and children during a range of activities.
- The inspector viewed a selection of written records.

Inspector

Liz Caluori

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in Ashford, Kent. She is registered to work at her own home but currently works jointly with her daughter, who is also a registered childminder, at her daughter's home. A registered assistant works alongside them on a part-time basis. The childminder's daughter lives in Ashford with her two school aged children. Within the childminding setting, there are currently 14 children on roll, 12 of whom are in the early years age range. Children attend various part-time hours throughout the week. The childminder and her daughter are able to deliver and collect children from local schools and nurseries, and regularly attend local toddler groups.

What the setting needs to do to improve further

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

- extend the range of resources and activities which expose children to languages other than English, to help them understand the skills needed to speak more than one language.

Inspection judgements

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

The childminder promotes children's learning well. She understands how they learn, and provides activities and experiences which they thoroughly enjoy. She observes children as they play and discusses their interests and achievements regularly with parents. This enables her to plan effectively to meet each child's individual needs and, as a result, children make good progress in all areas of their learning. The childminder and her co-minder maintain detailed records on each child, helping them to monitor the rate at which children are progressing and to identify any gaps in achievement. Appropriate arrangements are in place to complete the required progress checks for children aged two years.

The childminder supports children's communication and language very well. She encourages young children to speak by using clear vocabulary and repeating certain words. She also understands how to promote older children's developing language by asking open-ended questions, which encourages them to form full responses. The childminder knows how to support children who speak English as an additional language by obtaining key words in their home language and using gestures and images to communicate. However, there are few activities and resources to reflect languages other than English to fully support them as they learn the skills needed to speak more than one language. The childminder sits with children and engages in their play. She offers

encouragement during activities, such as posting letters into a toy post box. Her enthusiastic praise inspires children to repeat the activity, helping to promote their coordination as they have fun.

Children enjoy using their imagination during role-play activities, for example, they hold pretend conversations on toy telephones. The childminder supports these activities well. She also supports children's creativity through regular art and craft activities. Children are free to explore a broad range of art materials as well as utensils for writing. The childminder promotes children's mathematical understanding by using positional language, such as 'behind' and 'next to'. She counts objects as children play, and even the youngest children present are beginning to join in the game, confidently saying 'one, two' as they stack toys. The childminder and her co-minder plan a range of focused activities to promote specific areas of learning. These include looking at topics, such as 'our bodies' and 'shapes and colours'. The childminder plans these activities thoughtfully to offer the appropriate amount of challenge for each child.

Good opportunities exist to support children's physical development. The childminder understands the need to provide suitably challenging activities for all children. To achieve this, she takes children to a variety of local facilities throughout the week to enable them to explore a broad range of play equipment. They go on walks each day and play in parks and local play centres. Young children have sufficient space available in the co-childminder's home to allow them to practise crawling and walking.

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

Children are extremely settled and happy. They display a great deal of confidence and security, and respond well to the childminder's patient, caring manner. Children behave well. They are developing very good social skills, routinely saying 'please' and 'thank you'. They show kindness to others, for example, offering a cuddle to a friend. They listen well to the gentle reminders from the childminder about sharing and turn-taking. The childminder recognises that these are skills that children need to help prepare them for their move onto school.

The childminder effectively supports children to learn how to keep themselves and others safe. She teaches them about road safety and reinforces this each day as they go out for walks. Children also learn to be cautious around unfamiliar adults and take part in regular evacuation drills.

Children play with an impressive range of toys and resources. These are attractively presented in low level storage units making it easy for children to select items for themselves. Children confidently transport items around the childminding environment to support their play and are beginning to take an active role in tidying away unused toys.

Children play in a clean environment and are developing good self-care skills. They learn to wash their hands after going to the toilet and before eating. Nappy changing arrangements are appropriate and the childminder checks children's nappies regularly.

Children bring in packed lunches from home, and parents are very supportive of the childminder's healthy eating policy. The childminder has a range of fruit and vegetables available to offer as snacks for children if necessary, and drinks are constantly available.

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

The childminder recognises her responsibility to promote children's learning and welfare, and does this well. She works very effectively with her co-minder and their assistant. She fully understands all policies and practices, as well as all recording systems. This results in cohesive and efficient care. The childminder demonstrates a clear understanding of her responsibility to protect children. She is aware of the procedure to follow should child protection concerns arise about the welfare of any child. She also understands the process to follow should an allegation be made against herself or anyone living or working in the childminding environment. Regular risk assessments of the premises and all outings enable the childminder to identify and address potential hazards and keep children safe.

Parents receive good information about the childminding arrangements, including all written policies and procedures. The childminder offers parents a friendly greeting as they arrive to collect their children, and shares a lot of information verbally. In addition, parents get regular updates on their children's progress through handwritten and electronic records. The childminder encourages parents to provide observations from home to support with the monitoring of their children's progress. She also asks for feedback from parents regarding their general childminding practice. The childminder and her colleagues use this feedback to contribute to their ongoing reflection and self-evaluation. This supports them to identify their strengths as well as areas for improvement.

Good arrangements are in place to work with other professionals in order to meet children's needs. Where care of children is shared, the childminder communicates with other early years providers in order to ensure that they work in partnership.

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	EY460222
Local authority	Kent
Inspection number	923110
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	not applicable
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

