

Inspection date	15/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 develops very positive relationships with children that help them settle well.
- The childminder's organisation of her home enables children to gain independence skills.
- The childminder routinely shares good quality information about children's learning and development progress with parents.
- The childminder reflects on and evaluates her practice well.

It is not yet outstanding because

- Children have outdoor play experiences; however, some areas of learning are not as well covered as others to challenge children's learning in the outside environment.
- The childminder and parents share information regularly but parents are not actively engaged in the assessment process.

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 the rooms used by children.
- The inspector observed children and childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and three children in Sturry, Kent. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home is available for childminding. There is an enclosed garden for outdoor play. The family has a cat and a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is currently minding one child who is in the early years age range. The childminder attends toddler groups on a regular basis during the week. The childminder holds an appropriate childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's learning across all areas of learning in the outdoor environment
- strengthen parents' involvement in their child's assessment process through improved feedback on how they support learning at home.

Inspection judgements

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

The childminder is competently supporting children's learning and development progress. She ably uses a national child development guide to help her assess children's starting points and note their ongoing development across the seven areas of learning. The childminder identifies children's next steps in their learning from her observations as they play and talking to parents. She routinely monitors the progress children make so she is aware of any gaps in their learning to address in her planning. The childminder regularly shares information with parents about how well their children are doing, through discussions or sharing of records. The detail includes the next steps in their learning and the childminder encourages them to support these at home. However, it is not clear how any feedback they give contributes to the assessment process. The childminder creates summary reports that include information on children's personal, social, emotional and physical progress as well as their communication and language development. Consequently, she is very well-prepared for completing the progress checks for two-year-olds, when required.

The childminder supports young children's communication and language development well. She talks to children, values what they say and encourages spontaneous singing. Young children demonstrate good physical skills, such as trying to stand on one leg to operate a push button car. The childminder makes crayons available for children to practise making marks. Children enjoy exploring the electronic toys that need them to press buttons to make them work. Children use their imagination as they play, for example, pretending they have a phone call from Daddy or taking photographs. The childminder encourages children to be confident and independent, making choices about their play. Children are keen to engage with the childminder and show good levels of concentration at planned activities. They show enthusiasm as they explore the water tray or the varied toy animals. Children are developing the skills they need for their future learning, as they are interested and motivated.

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

The childminder builds very positive relationships with children and has a very good understanding of their individual needs and interests. As a result, children settle extremely well and gain a good level of confidence, developing a close bond with the childminder. Children develop independence as they access the toilet when they need, or make choices about their play from the resources in the lounge or bedroom. They develop positive emotional well-being that helps prepare them for their next move, such as nursery or school.

The childminder manages children's behaviour well and children learn to share and behave appropriately. Children learn to keep themselves safe as they practise fire drills and crossing the roads safely. The childminder helps teach children about the importance of a healthy lifestyle. She provides healthy snacks and encourages children to try new tastes of different fruit and vegetables. Effective information sharing with parents means that the childminder is able to meet children's daily routines, such as toileting or sleeping. As a result, she meets children's individual care needs well.

The lounge and bedroom have a wide range of good quality resources that are easily accessible to children. The childminder uses the resources well to support children's learning indoors. She uses the rear garden and local areas for outdoor play activities. The resources and planned activities tend to relate more to children's physical development. However, the childminder has some ideas to develop more challenges outside, such as exploring nature and practising writing letters in the sand.

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

The childminder meets the safeguarding and welfare requirements well. She understands her role in helping to safeguard children and is confidently aware of the process to follow if she has concerns about a child's welfare. The home is safe and secure, for example with

safety gates used to prevent access to the stairs or the kitchen. The childminder reviews her risk assessments regularly. She notes any actions taken to minimise hazards to children, such as filling in a hole in the garden to help prevent children tripping. The childminder shares her written policies and procedures with parents. This helps ensure she effectively informs them about her practices. The childminder continually reflects on her practices and evaluates effectively how she supports children. The childminder engages with parents and encourages them to share their views and ideas in discussion or through questionnaires. Since registering she has attended various training courses, including managing behaviour and supporting children's emotional well-being. She is very keen to continue developing her knowledge and has courses booked for safeguarding and updating her first aid before it expires. The childminder demonstrates a positive capacity to improve with written plans, such as developing the garden.

The childminder is confidently meeting the learning and development requirements. She monitors children's achievements well and would be able to identify any learning gaps. There are positive relationships with parents and the summary reports provide detail for parents about their child's progress. The childminder fully understands the importance of working in partnership with others, when necessary, to support children's individual care and learning needs.

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	EY461329
Local authority	Kent
Inspection number	925847
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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