

Inspection date	03/02/2014
Previous inspection date	26/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy and settled. They have strong bonds with the childminder and the settling in procedures ensure they feel safe and secure.
- The childminder promotes children's communication and language skills well through talking with them and asking questions. She demonstrates a good knowledge of how children learn.
- Partnerships with parents are strong. The childminder provides good daily feedback about the activities their children enjoy. This effective partnership helps children make good progress.

It is not yet outstanding because

- The childminder sometimes misses opportunities to support children's emerging interests in her observation processes.

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 viewed all areas of the home used for childminding.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector sampled a range of documents relating to children's personal records and their learning and development. She also looked at a selection of records to safeguard children's welfare needs.
- The inspector took account of the views of parents through written testimonials.

Inspector

Bernadette Gibbs

Full report

Information about the setting

The childminder registered in August 2002. She lives with her adult son in Tenterden. The ground floor of the premises is used for childminding and an upstairs bedroom can be used for sleeping. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. Children can attend on a full-time or part-time basis, before, during and after school and in the school holidays. The childminder is currently minding nine children on a part-time basis, three of which are in the early years age group. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the processes for observing children's learning to fully support their emerging interests.

Inspection judgements

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

The childminder conscientiously meets the needs of the children she minds. She has a good knowledge of The Early Years Foundation Stage learning and development requirements. She works closely with parents to establish children's individual interests and to get to know children's starting points. The childminder supports children's learning well. She plans playful activities that motivate them and uses interesting and stimulating resources. The childminder observes children as they play and uses this information well to support their future learning. However, on occasions, the childminder misses opportunities to fully support children's emerging interests and help to extend their learning experiences further. The childminder places a strong emphasis on developing the personal, social and emotional, communication and language and physical development of the young children she minds. This good quality support provides a strong foundation for other areas of learning.

Children feel confident and at ease within the childminder's care. They cuddle up to her as they play. The childminder uses the available resources skilfully to meet their specific needs. Children have good opportunities for investigative learning. They choose to crawl or walk to follow the cars and trucks that they push across the floor. Children are fascinated by the different movement speeds of the vehicles and enjoy investigating where they go when they disappear under the furniture. The childminder has a good

understanding about when to support children and when to let them persevere with a challenge. For example, children using a shape sorter have success in matching simple shapes. During their play the childminder engages effectively by encouraging them to have a go with more complex shapes.

Children develop good language and communication skills because the childminder knows how to support them effectively. Children who are not yet talking receive good support because the childminder responds to their visual cues. For example, the childminder speaks gently putting what children are looking at into sentences. When children look through the door the childminder joins them saying 'what's Betty (the cat) doing out there, is she staying out of the rain?' Children smile in response indicating they have understood. The childminder continues to extend the conversation telling the children that the cat can come in when they have gone home.

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

The childminder knows the children she minds very well and provides a homely, comfortable environment for them. The childminder takes time to get to know children and their families. As a result these good relationships and strong partnerships help to support children's learning and development well. The childminder provides flexible settling in periods when new children join the setting. She is sensitive to the needs of children. For example, she provides good opportunities for children who like to be quiet and sit with a favourite book when they first arrive and for those who like to explore everything before settling to an activity.

Children show high levels of self-esteem, appropriate for their ages and stages of development. This is because the childminder knows what they are capable of doing and uses praise and encouragement when they succeed or need help. The childminder understands the importance of social development for children and takes them to a local carer and toddler group to widen their circle of friends. Children behave very well because the childminder has a consistent approach and sets high standards. For example, she speaks politely to the children, modelling good manners. Children share toys with each other and pass things back willingly. The childminder's careful support helps to prevent any minor squabbles occurring.

Children learn the importance of a healthy lifestyle as they have fresh air, exercise and regular sleep times during the day. A good choice of fresh fruit is provided at snack times with parents providing sandwiches and finger foods for lunch. The childminder stores children's individual drinking cups on a low level table so that they can freely access them during the day. Children are happy during nappy changing routines before having a sleep. The childminder has a strong focus on hygiene, such as washing her hands before and between nappy changes. The childminder makes sure this is a calming time; children are happy and laugh throughout these routines.

The effectiveness of the leadership and management of the early years

provision

The childminder has a strong commitment towards providing high standards of care for the children. She demonstrates a good understanding of the safeguarding and welfare requirements. She regularly attends local authority safeguarding training and is aware of the procedures to follow should she have any concerns about the welfare of children in her care.

The childminder practises emergency evacuation in case of fire with the children once a term. She has appropriate control equipment in place, such as smoke detectors, a carbon monoxide detector and a fire blanket in the kitchen. The childminder maintains her home well and has good risk assessments procedures in place for all areas that she uses for childminding. Additionally she risk assesses outings. This helps to identify potential hazards and keep children safe from harm. The childminder regularly reviews her policies and procedures, which she shares parents.

The childminder has paediatric first aid training and a strong understanding about how to deal with minor injuries. She maintains thorough records for accidents, medication and attendance. Additionally the childminder ensures that she has permission for emergency medical treatment is in place. These measures make sure children are kept safe and well.

The childminder's secure knowledge of how children learn enables her to help children make good progress in relation to their needs. The childminder uses effective evaluation processes to review her practice. For example, she is developing her systems for undertaking progress checks for two year old children. The childminder has good systems in place to inform parents about their children's progress. She does this on a daily basis when they collect their children. This contributes to the extremely positive feedback from parents who appreciate that the childminder gives them so much information and alerts their attention to any issues relating to their child's health.

The childminder has a strong drive for continuous improvement to benefit children. For example she is now preparing to engage an apprentice as she believes another adult would bring a new dimension to the experiences she offers children. The childminder links effectively with external specialists for support and guidance to support children's needs when necessary. She has good links in place with other early years' providers and local schools. These help to support children's smooth transfers between other settings and school.

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	126009
Local authority	Kent
Inspection number	813689
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	26/08/2009
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

