

Inspection date

Previous inspection date

10/02/2014

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

- The childminder is friendly and attentive towards the children in her care. Her nurturing approach helps children to feel emotionally secure and develop good relationships, which fully support their personal, social and emotional development.
- The childminder provides a safe environment and ensures age appropriate activities are accessible, so children have freedom to choose what and where they play.
- Children's individual needs are clearly understood and incorporated well into planning of activities; this ensures a good balance of child-initiated and adult-led activities.
- Partnerships with parents are well developed with good systems for sharing information and opportunities to contribute to the assessment process for their children.

It is not yet outstanding because

- There are fewer opportunities for children to explore natural resources to develop their senses.
- Although the childminder has a wide range of toys available, at times there are too many resources out, which impacts on the space available for the children.

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 viewed all areas of the home used for childminding purposes.
The inspector sampled a range of documentation including policies and procedures,
- the register of attendance, risk assessments and the accident and medication records.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Barnett

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two pre-school age children in Tunbridge Wells, Kent. Childminding generally takes place on the ground floor, with the use of a bedroom for children to sleep and the bathroom on the first floor of the premises. There is an enclosed garden available for outside play. The childminder has two cats.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently cares for four children in the early years age group. The childminder is situated close to public transport links, schools, shops, parks, and other amenities. The childminder attends toddler groups on a regular basis. The childminder is a qualified Early Years Teacher.

What the setting needs to do to improve further

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

- further develop activities for children to explore and investigate using a range of natural materials or treasure baskets
- improve the organisation of toys to help children understand how to keep safe in their environment.

Inspection judgements

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

Children make good progress as a result of the childminder's effective teaching methods and her knowledge and understanding of how children learn. The childminder has effective observation and assessment systems, which she uses to plan challenging and motivating learning experiences for all children in line with their initial starting points. The childminder is fully aware of the progress check for two-year-olds and ensures her records of children's individual achievements concentrate on the areas that are relevant to this check. The range of resources covers the seven areas of learning, providing stimulating opportunities. However, the youngest children do not have access to natural and everyday objects to explore and experiment with.

The childminder demonstrates a secure understanding about promoting children's communication and language skills through good interaction. For example, the youngest children chat using a variety of single words. The childminder gives lots of eye contact and repeats their words back to them, promoting communication. She offers lots of

praise and encouragement, with gestures and facial expressions. Consequently, young children show good early skills in their language. She provides mark-making opportunities using different mediums, such as painting with brushes and potato printing cards for Valentine's day. Books are encouraged to enable children to develop good listening skills and learn to value books and enjoy them.

Children thoroughly enjoy playing with cars and trains. For example, they walk around finding out where all the vehicles are stored in the house and deciding on which car they prefer to play with before giving the others to the childminder. There is great amusement from both the childminder and children when they pretend to make the noises of the train or turn on the sound of the fire engine. The childminder supports this pretend play by asking open-ended questions to enable children to respond or finds a favourite book about red cars and buses. She uses mathematical language such as 'small' or 'tall' in everyday conversation. The childminder is able to show she has a wide variety of toys and resources, promoting all the learning areas.

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

An inviting, secure and welcoming environment helps children to form positive relationships with the childminder. Children actively approach the childminder for support in their play. The children's behaviour is good and they respond well to requests from the childminder, for example when she is prompting children to say 'please' and 'thank you'. The children are able to develop good levels of self-confidence and independence because they make their own decisions about what they do and play with, at the childminder's home. Such practices help children learn important social skills and support them well in their future learning at pre-school or school.

The childminder promotes a healthy lifestyle through daily activities outside in the community. Children are able to play in the garden or go for walks or visit the library. Challenging play equipment is provided, enabling children to develop their strength, balance and spatial awareness. The childminder has an effective understanding of healthy eating as she prepares nutritious healthy cooked meals or children fetch their own water beakers when thirsty. Hygiene procedures are in place, such as hand washing before meals and good nappy changing procedures to reduce risks of cross infection.

The childminder provides an organised, bright and clean space for children to play in. All the resources are stored in containers and put on shelving. Some containers are clearly labelled with words and pictures enabling children to see what is inside. The childminder offers different choices for the children throughout the day, expanding children's interests well. Children are starting to learn how to keep themselves safe in the home as they practise the childminder's emergency evacuation drill. The childminder reinforces children's understanding of safety as they play as she reminds them to sit on the sofa. However, the childminder is not consistent in teaching children to tidy up the toys when the area becomes overcrowded with too many resources, helping children to understand how to keep safe in their environment.

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

The childminder shows that she has a good knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She has a well-written safeguarding policy and related procedures to protect children while they are in her care. The documentation shows that the childminder carries out regular risk assessments both inside and out in the community. The childminder has completed child protection training as part of her ongoing safeguarding measures to protect children. The childminder uses a broad range of written policies and procedures, which are up to date and shared with parents so they understand how she cares for their children.

The childminder has carried out a self-evaluation of her setting, including obtaining parental opinions to inform her practice. She has put some measures in place to monitor her provision, but is still developing these to ensure all areas of learning are given equal consideration. The childminder observes children regularly and uses their opinions to change activities or purchase different resources to meet their interests. She meets with other childminders to share practice ideas and enhance the provision for children.

Partnerships with parents are strong and contribute greatly to children's well-being. Daily discussions and written care diaries take place on children's care and welfare to support the good relationships with the parents, promoting children's learning and development. Parents offer positive comments in support of the care the childminder offers. The childminder understands the importance of sharing information with other providers who share the care of the children to promote consistency in their learning.

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	EY464805
Local authority	Kent
Inspection number	933623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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