

## Inspection date

Previous inspection date

27/02/2014

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 has built good working partnerships with parents, children are benefiting from the consistency in their learning and care.
- Children have a wide range of toys and resources to choose from, ensuring they can make good progress in all the learning areas.
- The childminder has developed an effective evaluation process and uses this to reflect and improve her childcare practices.
- The childminder interacts very well with the children and gives them good attention and guidance during their play.

### It is not yet outstanding because

- The childminder does not always consistently identify children's next steps in learning, to aid more effective monitoring of children's learning and development.

## 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 held discussions with the childminder throughout the inspection.
- The inspector observed the children and sampled relevant documentation.
- The inspector fed back her findings to the childminder.

## Inspector

Mary Vandepeer

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and two children in Wingham, Canterbury in Kent. Childminding generally takes place on the ground floor although all areas are suitable for children to use. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are two children in the early years age group on roll. The family has two pet cats.

### What the setting needs to do to improve further

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

- consider reviewing the assessment systems to ensure children's next steps in learning are more clearly identified for improved monitoring.

### Inspection judgements

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

The childminder demonstrates a good understanding about how children learn through play. She knows they benefit from being able to experience age-appropriate, stimulating toys and resources. The childminder encourages children to try out new activities, to use their imagination and new found physical skills. She uses both child and adult-led activities in promoting children's learning and development. Before she starts minding children, the childminder obtains any relevant and important details about their personal background and individual needs from their parents. She also asks about the children's development, and what they can already do, for example, dressing or feeding themselves. The childminder uses this information, alongside her ongoing observations of the children, to help provide challenging and appropriate daily activities.

The childminder has a dedicated play room, which contains a range of interesting toys and resources for children to choose from. They can also access the outdoor play space from here. They enjoy playing with trains, cars and role play activities, which supports children's imaginative skills. The childminder also provides art and craft materials for the children. They enjoy playing with moulding dough and attempt to make 'bricks' to make a small building with. These activities enhance children's creative development. The childminder makes good use of the activities that children show a particular interest in, encouraging children's language skills. The childminder plays with the children at their level and interacts well with them. This encourages them to communicate with her, promoting speech and social development. Children are clearly pleased when the childminder praises them. There are opportunities for children to relax and look at books or just enjoy quiet time.

There are opportunities for children to develop physical skills every day, either in the garden, on walks or through visits to local parks and places of interest. This provides them with opportunities to run about, climb and develop balancing skills. The childminder uses different toys to help children learn to recognise colours and to count. For example, the wheels on the train, animals and familiar objects pictured in a book or in puzzles. The childminder always makes time to discuss the children's daily routine with their parents. Their learning journey development records are available for parents to view at any time, which supports their involvement in their children's progress.

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

The childminder's home is comfortable and child friendly. Children receive a warm welcome and this helps them feel at ease straight away. The childminder gives good attention to the children's welfare and well-being, as a result, children settle in well. They clearly feel safe and secure in her company. For example, the children like her to join in with their chosen activities. The childminder is always happy to give any child comfort and a cuddle if they want it. She promotes children's independence and encourages them to respond to their own needs, teaching self-help skills; for example, by letting them choose what activities they want to do and how to help with getting coats and shoes on. The childminder provides toys and resources that interest them, such as toy trains and craft materials. The childminder praises children for their achievements and this promotes their feelings of pride and self-confidence. There are well-written and easy-to-read policies and procedures to confirm and support her role and responsibilities. These help ensure she safeguards children's welfare and well-being, whilst they are in her care. The childminder displays a good knowledge and understanding of what she would do if she had any child protection concerns about a child.

The childminder provides most drinks and snacks. She offers children nutritional, balanced foods, such as fruit and vegetables. The childminder encourages appropriate self-care routines. For example, children are taught how and when to wash their hands. Consequently, children develop a good awareness of a healthy lifestyle and effective hygiene practices. The childminder has attended a recognised first aid course, as a result she has a good understanding about what to do when treating any minor injuries children might sustain. The childminder carries out regular risk assessments and records and monitors her findings. This helps to ensure children are able to play in environments that are suitable and free from hazards. Children clearly feel safe and secure when they are with the childminder. They make frequent eye contact with her and show they trust her. Children are building in confidence and are beginning to express themselves. Together, they have built very good relationships and it is obvious the children have bonded well with the childminder.

The childminder has clear strategies in place to manage children's behaviour. For example, she expects them to listen to her if she is telling them something helpful. The children respond positively as she encourages them to control their frustration and persevere to achieve what they want to. It is obvious the children feel respected and valued by the

childminder.

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

The newly registered childminder implements the requirements of the Statutory Framework for the Early Years Foundation Stage well. Each child has a progress and development book, where the childminder records observations along with photographs. The childminder's written assessments of their progress are evaluative, identifying the links to each child's stage of development. These show that children are progressing and achieving well in all areas of learning. However, individual children's next steps in their learning, are not always consistently identified and followed up, to provide more effective monitoring of any specific learning needs.

The childminder has clear and effective procedures in place. These ensure her provision is well organised and benefits all the children who attend. The childminder has developed a successful system to help her self-evaluate her service. She is able to assess and implement any changes required. These include her intention to attend further training to promote her professional development and help keep her up to date with current practices. For example, in observation and assessment. Parents are also encouraged to comment about the service she provides. They state how pleased they are with their children's progress since being with the childminder. There are signed consents obtained from parents, for different aspects of care and learning, for example, emergency medical treatment if required and any outings undertaken. The childminder aims to continue with improving the processes already in place, encouraging parents to become more involved in their children's learning and development. The childminder shows she is very aware of how important it is to share information for children's continuity of care, so that they are well prepared for their next stage of 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

<b>Unique reference number</b>	EY462076
<b>Local authority</b>	Kent
<b>Inspection number</b>	935906
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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