

Inspection date

11/03/2014

Previous inspection date

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 provides a varied range of good quality toys and resources, which are easily available for children to make their own choices about their play.
- Children benefit from the nutritious home-cooked meals and outdoor play, supporting a healthy lifestyle.
- Children enjoy using the art and craft materials to create their own designs.

It is not yet outstanding because

- There are few resources or activities that help children gain an awareness of diversity.

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 the childminder's safeguarding knowledge and her self-evaluation.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children. The whole of the house is available for childminding. There is an enclosed garden for outdoor play. The bathroom is on the first floor. The family has no pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child, who is in the early years age range. The childminder collects children from the local school.

What the setting needs to do to improve further

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

- increase the variety of resources and activities that positively reflect diversity to help children gain an awareness of, and value, people's differences.

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 and knows how well children are progressing across the seven areas of learning. She uses a national child development guide to help her assess children's starting points and their ongoing development. When caring for young children who are not at school she knows to identify the next steps in their learning from observations as they play. The childminder obtains detail from parents for children who are attending school if they need extra support in their learning. The childminder is aware of the need to complete the progress checks for two-year-olds, when required. She knows these reports refer to children's personal, social, emotional and physical progress as well as their communication and language development.

The childminder supports children's communication and language development well. She talks to children and listens to their ideas, valuing what they say. When children go to the park they happily wait their turn on the swings. She plans interesting activities to engage children, as she is very aware of their interests, likes and dislikes. Knowing children enjoy making things she has paper 'helicopter' templates ready for children to decorate and cut out. Children are fascinated and have fun as they realise they can make them spin from a height. Children confidently use the art box resources to make a birthday badge for a sibling and then decide to make a card as well. To encourage an interest in the natural environment the childminder has a resources box ready for outdoor play, including binoculars, and pencils and paper for children to record what they find.

The range of resources and activities help ensure children are developing the skills they

need for their future learning. However, there are less resources or activities that positively reflect diversity to help children learn about other people's lives.

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. Children demonstrate independence skills as they take fruit from the fruit bowl or make choices about their play. As a result, they develop secure emotional well-being that helps prepare them well for the future.

The childminder manages children's behaviour well and children share and behave appropriately. Children learn to keep themselves safe as they practise fire drills, walk sensibly on the road or use scissors. The childminder helps teach children about the importance of a healthy lifestyle. Trips to the parks enable them to have physical play in the fresh air. She provides healthy home-cooked meals that encourage children to try new tastes of different vegetables. Clear information sharing with parents means that the childminder is able to meet children's individual care needs well.

There is a varied 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, when safe, and local parks for outdoor play activities.

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

The childminder clearly understands her responsibility to meet the safeguarding and welfare requirements. She is very aware of her role in helping to keep children safe. The childminder reviews her risk assessments regularly and minimises hazards to children, as relevant to their age and level of understanding. For example, there is a safety catch on the chemical cupboard in the kitchen, and she uses a safety gate for the stairs when she needs to. The childminder is not using the garden at present, as the fence needs repairing, and so takes children to the park. The childminder shares her written policies and procedures with parents. This helps ensure she clearly informs them about her practices.

The childminder reflects on the quality of her childminding service and evaluates well how she supports children. She engages with parents and encourages them to share their views through discussions. She attends training courses including safeguarding children and learning about the early years outcomes to support effective learning and to help keep children safe. The childminder is keen to continue developing her knowledge base with more training and demonstrates a positive capacity to improve.

The childminder is confidently able to meet the learning and development requirements. She is fully aware of her role in monitoring children's achievements and identifies any

learning gaps that she may need to address. She has positive relationships with parents which encourage a two-way sharing of information about children's care and learning needs. The childminder fully understands the importance of working in partnership with other agencies, when necessary, to support children.

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	EY465808
Local authority	Kent
Inspection number	936409
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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