

## Inspection date

Previous inspection date

19/03/2014

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 fully understands her role regarding safeguarding and promoting children's welfare, meaning that children are cared for in a safe and secure environment.
- Children learn about healthy lifestyles through the many opportunities to play outside in the fresh air and through growing vegetables in the garden.
- Children's speaking skills are developing well. The childminder introduces new words and asks open-ended questions to extend children's thinking skills.
- The childminder develops a good relationship with parents to support children's care, learning and development.

### It is not yet outstanding because

- The childminder does not fully support children to use their own ideas and imagination creatively during some arts and craft activities.

## 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 her observations of children's play and learning in the home and garden.
- The inspector discussed risk assessments, health and hygiene practice with the childminder, and about her evaluation of the provision.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector took account of the views of parents provided through parental questionnaires.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in Faversham, Kent. The whole of the childminder's house is available for minding. There are downstairs bathroom facilities and a garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children in the early years age group on roll. The childminder receives funding for the provision of free early education. She attends the local childminding group. Her home is close to public transport links, schools, shops, parks and other amenities. The childminder has a National Vocational Qualification level 3.

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

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

- extend opportunities for children to use their own ideas and imagination whilst participating in a wider range of creative activities.

### Inspection judgements

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

The childminder has a good understanding about promoting children's learning and development through a range of stimulating opportunities. Consequently, children make good progress. The childminder records regular observations, linking these to the Early Years Foundation Stage, and uses this information to plan children's next steps. These inform future planning to enable the childminder to meet children's individual learning needs. Parents are fully involved in this process, enabling them to contribute to their child's records and promote children's well-being.

Children thoroughly enjoy acting out role play scenarios. For example, they walk around with dolls and set up a tea party in the garden, having imaginary conversations. The childminder supports this pretend play by asking open-ended questions, such as, 'Please can I have a cup of tea?', and encouraging children to respond. These actions support children's emerging communication skills. Children communicate their thoughts and feelings with the childminder through gestures and words. Children are confident to interact with the childminder as she shows interest, listens intently and responds warmly. The childminder provides children with opportunities to explore a variety of art and craft activities. On occasion, she provides children with ready-made ideas, which means children do not receive appropriate challenge and encouragement to explore different creative concepts and follow their own ideas.

The childminder makes good use of books, taking children to the library and sharing books with all children. She encourages children to select books and to help read the story. Children enjoy stories and to find out facts about a theme the childminder is developing with them. For example, when planting seeds in the garden there are simple reference books to help the children understand how things grow. The childminder understands how children learn and provides interesting materials for them to explore. They have access to malleable materials, such as play dough, water and sand to investigate. Role-play resources are accessible, including a play kitchen, allowing children to act out familiar roles. They use different dressing up clothes from around the world, encouraging them to ask questions and learn about the world in which they live. The childminder understands the importance of supporting children's knowledge and introduces them to different celebrations.

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

The childminder provides a welcoming, caring environment where children settle well. She provides settling-in sessions for new children, and obtains information about their individual needs. This enables her to promote children's well-being and provide suitable activities for each individual child. Children move around the childminder's home freely, making choices about what to play with or giving requests to the childminder. The childminder encourages children to be independent, including learning how to wash their own hands for personal care and after digging and planting seeds in the garden. Consequently, children are content and are able to build good attachments with the childminder.

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 chair at snack time. She provides a varied selection of age-appropriate toys and resources to meet the needs and interests of all the children attending. All toys are in good condition and organised well in different storage containers for the children to reach. The range of resources covers the seven areas of learning, providing stimulating opportunities. Children behave well, with gentle reminders from the childminder about saying 'please' and 'thank you'. The childminder is calm in her approach and offers praise and encouragement to the children as they play, helping them to understand what good behaviour means.

The childminder provides healthy meals for the children. She enquires about children's dietary needs and allergies when they start in her care to ensure she can meet their needs. As well as their meals, children receive healthy snacks from the childminder, such as apples, bananas, strawberries and raisins. Children have access to their drinks and enjoy daily opportunities for outdoor play in all weathers to promote a healthy lifestyle.

The childminder shows a good understanding about supporting children to acquire skills ready for their move to nursery or school. She supports their independence with toileting and in putting on shoes and coats. She offers children regular opportunities to mix with other children to learn social skills, to build friendships and to learn about sharing and turn

taking.

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

The childminder 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. Documentation shows that the childminder carries out regular risk assessments both in her home and out in the community. She has a good knowledge and understanding of how to deal with any child protection concerns through clear written procedures. The childminder maintains all the required documentation in a professional and organised way. She uses these records effectively with parents to help safeguard and promote children's welfare.

The childminder has a current paediatric first aid certificate, giving her the knowledge required to deal with minor injuries. The childminder has a policy in place for the administration of medicines. She makes certain she obtains the required consents from parents so that she cares for children fully in line with their wishes. The childminder has a secure knowledge of how children learn. This helps her to plan and deliver a programme of activities that supports children well to make good progress across all areas of learning. Effective observation and assessment of children's learning informs the developmental reports she provides for parents about their children's learning, to which they also contribute. The childminder knows the preferences and interests of the children she cares for. This means she can offer attractive resources with good, personal support so that she meets children's individual needs.

The childminder has strong partnerships with parents to support the care and education of each child in her care. Parents comment how 'the childminder is very friendly' through questionnaires. The childminder shares information about the children's learning with the parents. She takes time to discuss what children have done, as well as through the care diaries for younger children. Parents view the children's learning files and are actively involved in their children's development. The childminder is fully committed to maintaining and driving improvement in the quality of her provision for children and their families. She evaluates her practice and attends training to develop her knowledge and skills, in order to improve the quality of her childminding provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY466023
<b>Local authority</b>	Kent
<b>Inspection number</b>	933458
<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>	5
<b>Number of children on roll</b>	5
<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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