

<b>Inspection date</b>	18/03/2014
Previous inspection date	16/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Met
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 develops good relationships with children and this helps them feel safe and secure in her care.
- The childminder has an extensive knowledge of individual children's needs and uses this effectively to monitor, assess and plan to help them make good progress in their learning.
- The childminder ensures that strategies are in place to communicate closely with, include and value all parents and this means that a strong partnership with parents is established.

#### **It is not yet outstanding because**

- There is scope for staff to extend opportunities for children to investigate print and explore words within the environment to further encourage their early literacy skills.
- Although there is a good range of resources available to children within these there is less opportunity for children to develop further their interest in technology.

## 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 all areas of the provision.
- The inspector spoke in depth to the childminder, children and read parent's written comments.
- The inspector discussed her observations of activities children took part in with the childminder.
- The inspector viewed a sample of written documents including children's progress reports, policies and procedures.
- The inspector undertook observations of the interaction between the childminder and children, during a range of activities and experiences.

## Inspector

Kelly Hawkins

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her partner and two school aged children in Ashford, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has undertaken childminder accreditation training and has a Level 3 qualification in early years childcare. There are currently four children on roll, of whom three are in the early years age range. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has three cats and a tortoise as pets.

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

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

- develop opportunities for children to further explore early literacy skills, for example, by investigating print and giving meaning to marks within the environment
- review the range of resources available for children to further develop their interest in technology

## Inspection judgements

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

The childminder uses effective systems to observe, assess and plan for children's ongoing development. This allows the childminder to have good knowledge of each child's individual needs and helps her plan varied, challenging and developmentally appropriate experiences for children. There is a generally a broad range and variety of stimulating and challenging resources to compliment each area of learning. However there are fewer resources available to promote younger children's understanding and confidence in using technology. The childminder uses her observations and activity planning to positively target children's next steps in learning and build on their current achievements and knowledge. The children therefore make good progress from their starting points and this is clearly recorded. The childminder knows the children extremely well. She relates to their individual characters and personalities and demonstrates she knows what each child likes, dislikes and what is important to them.. This sound knowledge allows her to extend and challenge children's learning well in all the activities they choose.

The childminder provides children with a high quality, engaging and challenging play opportunities across all the areas of learning, both in the indoor and outdoor environment.

The childminder talks constantly to the children in a clear and age appropriate manner. She links conversation to the children's home or personal interests. This gives children a high level of self-esteem and a sense of belonging at the setting. The childminder asks questions that young children understand and she allows them time to take in the information and allows sufficient time for them to respond. This response may be verbal or non-verbal, for example through facial expressions or gestures. The childminder does not rush children in their response giving children the confidence to carry out instructions appropriately. The childminder uses open ended questioning with children to ensure she challenges them and extends their learning. This means that children's speech and communication skills are effectively extended as they talk about home or their interests. The childminder constantly engages and interacts with children. The childminder emphasises and repeats words children know and extends their skills by introducing new words for them to try. This is particularly evident during story times, as children join in with their favourite self chosen stories. She responds quickly to their interests, and follows their lead, sharing their experiences and fun such as dancing to a requested favourite song. The childminder role models and demonstrates activities such as frog jumps and teddy bear rolls, which the children show great pride when copying her. This gives children a high level of well being and helping them to prepare well for their future learning.

The children show excitement when greeting the family pets and children tell the cat all about their drawings. Children are actively involved in caring for 'Gertie' the tortoise and ask to say 'hello' to him. Children have new and challenging experiences when they visit the local area and its facilities in a safe and well planned manner. Children visit places such as the zoo and the aquarium to extend activities and interests. This extends children's awareness of the natural world.

Children have a large range of books and are engaged during quieter times when they enjoy stories. This means their interest in books, and literacy skills, are well stimulated from an early age. The childminder keeps parents well-informed about their children on a daily basis, including the activities they enjoyed. Parents receive information through a daily record, emails and photographs. This means that parents receive a thorough account of what their children achieve and which areas the childminder is currently working on developing with children. Parents' comments are all positive and are recorded in a comment portfolio. The childminder encourages parents to complete a parental questionnaire to share their comments on the service she provides. These comments show that parents appreciate the childminder's good communication, 'her natural love of caring for children', 'her healthy home cooked lunches' and they are reassured that their children are happy and safe during their time at the childminder.

The childminder has some information on display for children to see and refer to. However there are fewer posters and labels on display in both the indoor and outdoor learning environments to further develop early literacy skills. The childminder uses both the indoor and outdoor environments well to promote all areas of learning. Children explore open spaces and partake in activities such as planting. These experiences increase children's awareness of the world around them. For example, the children ask what that noise is when hearing an aeroplane. The childminder then has a discussion with them about the aeroplane being up in the sky and that it can even be heard from down on the ground.

This increases their awareness of mathematical and positional language.

The childminder has clear understanding that it is not the finished product that is important but the experience children gain from the process. For example, children enjoy using malleable and sensual materials. The childminder gives children ice cubes filled with food colouring attached to paintbrushes which they use to paint and make colours and patterns. The children are encouraged to explore their senses and language such as 'cold', 'slippy' and 'frozen' is introduced and discussed. In addition the childminder discusses the process of how water becomes ice in an age appropriate way. This helps increase children's vocabulary and problem solving skills.

The childminder promotes an inclusive practice for all children, especially with regard to children's differing abilities and stages of development, and is knowledgeable when supporting children and meeting their needs. For example she now understands makaton for children with impaired hearing, and is confident regarding effective methods that would be used to support a diverse group of children. For example the childminder has used visual props, key words and actions to support a past child with English as an additional language.

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

Young children are very settled and show that they feel safe with the childminder. Children happily greet each other and await their friend's arrival. Children are happy to wave goodbye to their parents and happily start their day with the childminder. This demonstrates strong relationships and a feeling of being safe and secure. The childminder instantly acts upon children's interests as they bring in their pushchair from home. The childminder then gets the dolls and baby resources out to continue and extend upon this.

Children explore their environment confidently knowing that the childminder is nearby. They are happy to approach unfamiliar adults within close range of the childminder, looking back at her for reassurance. The childminder encourages good behaviour from children and any disagreements are quickly and effectively resolved. The childminder acts as a good role model and encourages children to share. Children quickly learn to deal with their own feelings and behaviour. For example, children tell each other 'we will share it'. When preparing food and drinks the childminder sits children in their secure chairs. This keeps children safe.

The childminder's frequent praise results in children being keen to try and persevere. For example children are well supported during toilet training. The childminder creates a reward chart with them and children take great pride in asking for the 'big girl potty'. The childminder praises them for their achievements. This builds a sense of self-esteem and helps develop their personal independence skills.

A detailed settling session is followed and the childminder encourages parents to stay for as long as they wish to settle their child. In addition the childminder gathers both written and verbal information about children's likes, dislikes, allergies. She also gathers details of

children's current achievements to inform their developmental starting points.

Regular outings provide children with exercise and help them to learn about healthy lifestyles and their local community. Once children start full time school the childminder reviews their needs and alters activities to meet their needs. She talks with children about their day and their favourite things at school. For example she has recently complemented a child's love of information technology time at school and introduced a short session on her computer for them. She introduces school role play, school stories and visits to the local school with the early year's children to help them prepare for their move from the childminder to school.

She allows children to explore and experiment in the safe and clean environment that they play in. The childminder provides consistent messages and uses clear and consistent routines for children. This helps children understand the rules and boundaries. Children demonstrate they are aware of the rules and boundaries as they tell each other when they are breaking them. For example a child politely told another that they do not wear shoes indoors. Children develop very good physical skills and have a lot of opportunities to access large play equipment, such as a large trampoline and slide. Young children are encouraged to develop skills at moving around the house safely and confidently as they take part in dancing activities, jump like frogs and taking part in counting songs about 'cheeky monkeys' whilst jumping in the trampoline. This all gives children an awareness of space and increases their physical skills. Children have access to fresh air every day, both in the garden or planned trips.

Children learn about effective hygiene practices through clear routines of washing hands after toileting, before eating, after being in the garden and after finishing messier activities. Children have access to drinks throughout the day. The childminder prepares fresh and healthy foods daily. This includes a daily choice of fresh fruits at snack time such as blueberries. Children enjoy talking about how they have eaten all their blueberries. Meal times are a relaxed and social time that has a home from home feeling. Children enjoy their meal times and are encouraged to try new things. During meals the childminder further extends their conversation skills as children confidently talk about what they are eating. The childminder sits with the children to role model good table manners and this encourages children to effectively and safely use their cutlery. Children's preferences and dietary requirements are taken into account when preparing meals and the childminder ensures that her menu is inclusive.

Children learn to keep themselves safe, both in the house and on outings. The childminder gives clear information to support their understanding, even at a young age. The childminder has discussions with children regarding rules and boundaries to ensure all children's learn how to keep themselves and their friends' safe. Young children wear wrist bands with the childminders name and contact details on thorough risk assessments are carried out.

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

The childminder demonstrates a good knowledge of safeguarding children and this is a priority for her. She understands the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and has good knowledge and procedures in place to ensure that all children are kept safe. She has proactively sought recent training and is aware of the process should she have a concern about a child in her care. All adults in the house have had relevant checks to ensure that they are suitable to be with children.

The childminder risk assesses to ensure that the house and garden provide children with a safe and stimulating learning environment. The childminder is keen to develop her practice and has been proactive in finding relevant training to enable this. She regularly reviews her practice and has effective systems in place to evaluate her practice. As a result of this she regularly reviews her policies to ensure that professionalism and current information is maintained and shared. The childminder shows a good ability to improve her practice by looking critically at what she does and considering how she could do it better. For example, she is trying to improve her, already good, records of children's progress and observations and plans to make these clearer and more user friendly for parents and herself. The childminder has a photographic record of activities and achievements, linked to the areas of learning, and she uses these effectively to compile assessments of children's progress. She shares these with parents on a regular basis to keep them informed on their children's learning and help promote a cohesive approach to their care.

The childminder monitors children's progress and promptly identifies any gaps in progress, discussing these with parents and outside professionals where necessary. Thorough risk assessments are made of the house, garden and any learning environment that the childminder visits. Hazards are monitored and changes made to provide a safe environment for children to play within. For example as a result of reviewing the risk assessments adjustments were made to an inside door and safety catches and procedures of its use were put in to place. There are effective procedures in place with regards to reporting accidents and administering medication. These are clearly and effectively implemented and made clear to parents to promote children's well-being.

Documentation is kept up-to-date and written parental permission is obtained to promote children's welfare. All visitors are required to sign in and out and are closely supervised when in the house with the children. This ensures children's safety and well-being is promoted to a high level. The childminder includes parents in her self-evaluation process. She gains information from parents through a questionnaire to evaluate their thoughts about her service. The childminder has very positive partnerships with parents and provides them with detailed information each day. The childminder gains as much information about children before they start and provides a very personal service for both children and their families. The childminder invites all parents and children past and present to a variety of yearly events. For example they come for an Easter egg hunt and a Christmas party. She has a very flexible approach to supporting parents when they are working and has received very positive feedback from parents about her care of their children. Parents particularly value and appreciate her flexible service. Parents feel reassured and are very happy with the care and learning opportunities that their children receive.

Although the childminder has not had many opportunities to make links with outside agencies she clearly understands the importance of such close liaisons to promote consistent practices for each child. She is also aware of where she would go to gain the additional support that a child may need. For example she has a high level of understanding regarding where to gain and access advice for children with speech and language delay. The childminder liaise closely with other early years professionals such as Nursery staff and teachers. This helps to promote a cohesive approach to their learning and development.

### **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
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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>	155027
<b>Local authority</b>	Kent
<b>Inspection number</b>	812520
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/04/2012
<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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