

Inspection date	17/12/2013
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 skilful in engaging with the children, showing that they are valued and respected. This promotes their confidence and self-esteem well.
- The childminder provides a safe environment and ensures age-appropriate activities are accessible, so children have freedom to choose what and where they play.
- The childminder's observations on children are evaluative and clear, showing how well children are progressing in all learning areas.
- The childminder uses reflective practice and self-evaluation to ensure improvements in her provision.

It is not yet outstanding because

- the garden does not consistently provide opportunities for children to explore and extend their learning.

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 1999. She lives with her two adult daughters. They live in Kennington, Ashford, Kent. The whole of the downstairs area of the house is used for minding. There is a downstairs bathroom. A secure garden is also available for outside play. The family has a cat as a pet.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder currently has 12 children on roll, of whom four are in the early years age group. The childminder walks to local schools and pre-schools to take and collect children. The childminder attends local toddler and childminding groups. The childminder holds a childcare qualification at 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 use of the outdoor garden area to provide further opportunities and resources for children to explore and use their imaginations.

Inspection judgements

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

The childminder displays a good understanding of how children learn through play. She provides a wide range of toys and activities for children to choose from. The childminder encourages children to use their imaginations by providing small world, role-play and creative resources. She is skilful in asking children open-ended questions about what they are doing to promote their thinking and problem-solving skills. The childminder implements a child-led approach in promoting their learning and development. Before she starts minding children, she ensures she obtains the required and additional important details about their personal background and individual needs. The childminder always asks parents about their children's development including what they are able to do already. This essential information about children's starting points, along with the childminder's ongoing observations of the children, supports the planning of children's daily activities.

The childminder provides a stimulating play environment where children can make choices in their play. The children especially enjoy art and craft activities as well as assembling roads and tracks for their cars and trains. They love playing with the small world figures

such as people, animals and cars. These provide children with opportunities to act out different scenarios. The childminder shows how she makes good use of the activities children enjoy, encouraging their early speaking, listening and communication skills. She is skilful in getting children to talk about what they can see and what they know. For example, when children are painting their individual Christmas trees they made, she asks open questions about the different colours they are using and what they want Father Christmas to bring them. Children also show enjoyment as they use their imagination playing with such activities as a toy kitchen with its cooking accessories. They show real pleasure and are clearly pleased when the childminder praises them. The childminder often joins in with their play. This helps them interact with others and learn to negotiate and share their play ideas.

There are opportunities for children to develop their physical skills every day. However, the childminder does not use the garden area on a regular basis to extend children's learning experiences and use their imaginations and explore when outdoors. The childminder ensures that on most days she takes children out for walks and to local parks. This provides them with the space to run about, climb and learn to balance, promoting their ongoing physical development. The childminder helps children recognise their colours and learn to count, using everyday activities to promote this. The childminder makes time to discuss the children's daily routine with their parents when they collect their children. Parents can look at their children's development records at any time, supporting continuity of care.

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

The childminder's home is welcoming and child friendly. As a result, children settle well and show they feel safe and secure when they are with the childminder. The children's welfare and well-being are the childminder's main priorities. Her arrangements for safeguarding children within her setting are good. The childminder is clear about the procedures to follow should she have a child protection concern. Children trust the childminder, and together they have built very good and close relationships.

The children love the childminder to join in with their chosen activities or to look at a favourite book with them. The childminder ensures she is always there to give children cuddles and comfort, for example, when they are upset or tired. She is skilful at encouraging children's independence, helping them to respond to their own needs, for example, by allowing them to choose how they play with the activities and resources that interest them. The childminder praises children in their achievements, confirming their feelings of self-esteem and confidence.

The childminder provides drinks, snacks and meals that are nutritious and balanced. She gives good attention to children's health and diet. As a result, children learn which foods are good for them as well as being able to try new tastes. The childminder has attended several recognised first-aid courses over time and has well-stocked first-aid kits. This

means she is able to treat any minor injuries children might sustain efficiently. The childminder carries out regular risk assessment checks that she records and monitors regularly. These help ensure the environment, equipment and resources children use are suitable and free of hazards. The childminder has very successful strategies in place to manage children's behaviour. She is clear in her instruction, for example, when they are playing together and need to share or take turns. The children respond positively, as they learn how to manage their feelings and behave in different situations.

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

This inspection took place following notification of an incident involving a child. However, it was found that the childminder is fully aware of her responsibilities and ensures children's safety within her setting. She took the necessary steps to inform parents and Ofsted. The childminder carried out a full risk assessment and carried out some improvements to further ensure children's safety and minimise hazards.

The childminder is an experienced and qualified child carer. She has a very good knowledge and understanding of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Each child has a learning journey folder where the childminder records her observations. Her written assessments of children's progress are evaluative and linked to each child's stage of development. These show that all the children attending are progressing very well across the areas of learning.

The childminder has produced well-written policies and procedures. These ensure her setting runs consistently and efficiently to the benefit of all the children. The childminder is good at self-evaluating her service, which means she is able to identify and implement any changes required. These include improvements to the environment, such as the layout of the play area providing more room for children. The childminder is also undertaking on-line courses to promote her professional development. These enable her to keep up to date with current practices, for example, safeguarding and behaviour management. The childminder keeps in contact with other child carers in her area, as she attends different local childcare events and groups. This helps in the development of her childminding service. The childminder is aware of the benefits of establishing good links with other settings children attend such as the local school's Reception class.

The childminder encourages parents to be part of the service she provides. They let her know through text messages, and verbally, how happy and pleased they are with their children's progress since being with her. She continues to work at improving this process to ensure parents can be more involved in their child's learning and development. There are signed consents by parents for different areas of their child's care and learning, such as outings, the taking of photographs and the administration of medications. This helps the childminder to meet the children's care needs in line with parents' wishes. The childminder understands the importance of sharing information with them for children's

continuity of care and learning, 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
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The requirements for the voluntary part of the Childcare Register are	Met
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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	125956
Local authority	Kent
Inspection number	943604
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	23/11/2009
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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