

Inspection date	13/01/2014
Previous inspection date	16/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		1
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

- Children respond well to the childminder's calm, patient and good-humoured manner.
- The childminder very successfully engages children's interests in activities and skilfully builds on their natural curiosity to extend their learning.
- Children become independent in their learning because of the freedom they receive to explore their environment and choose the activities they wish to take part in.
- The childminder supports children's physical development well, ensuring that they receive a good level of challenge to develop their coordination.
- Children play and learn in a clean, safe and very child-centred environment.

It is not yet outstanding because

- Although children have good opportunities to hear languages other than English, there is little in the environment to show them the differences in languages in print.

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 premises used by children.
- The inspector observed the interaction of the childminder and children during a variety of activities.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documents including registers of attendance, written policies and procedures and children's development records.

Inspector

Liz Caluori

Full report

Information about the setting

The childminder was registered in 2004. He lives with his wife, who is also a registered childminder and their seven children in Paddock Wood, Kent. There is also another childminder and an assistant who work at times in the childminding setting. There are only ever three adults working with the children at any one time. Childminding generally takes place on the ground floor although bedrooms on the first floor are available for children to sleep or play. There is also a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. In total, across the setting, there are currently 30 children under eight years on roll. Of these, 14 are in the early years age range. The childminder also provides care for children who are eight years and over. The vast majority of children attend on a part-time basis. The childminder receives funding for the provision of free early education to children aged two, three and four years. The family has a pet dog.

What the setting needs to do to improve further

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

- extend further the support for children to learn about languages other than English to include opportunities to see other languages in print.

Inspection judgements

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

Children progress well in all areas of their learning as the childminder provides them with activities which they enjoy and which offer a good level of challenge. He undertakes observations of children as they play and completes written records of their achievements. These include details of future planning for each child. The childminder involves parents in their child's learning through regular discussions and by inviting them to contribute to the written assessment records. Appropriate arrangements are in place to complete the required progress checks for children aged two years.

The childminder understands how children learn. He very successfully builds on their natural curiosity to extend their knowledge. For example, when talking about a heart shape, children are fascinated as the childminder shows them where the heart is located in their bodies. The childminder uses humour very effectively to engage children's interest.

He takes part in many lively discussions with children and listens intently to the things they say. This promotes their self-esteem and also teaches them good conversational skills. The childminder recognises the benefit to children of learning about languages other than English. There are opportunities at different times for them to hear a range of languages. However, there are few resources in the environment which enable children to see other languages in print. This does not fully encourage children to recognise the skills needed to read and speak languages other than English.

The childminder tends to take the lead in promoting children's physical development. He plays football games during which children develop good coordination while having fun. He and his colleagues have also recently made a range of improvements to the provision for physical play. They have developed the garden area to offer a more challenging and stimulating environment and employ a dance teacher to work with the children once a week. In addition, they regularly take children out to a local soft play centre where they safely climb, jump and slide on large equipment.

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

Children make outstanding progress in their social and emotional development. They form very secure, trusting bonds with the childminder. They respond well to his calm, patient and caring manner. Children's strong sense of security is evident as they readily approach the childminder for attention or to share a joke. This creates a very comfortable, friendly atmosphere where children demonstrate excellent social skills. They are welcoming, polite and considerate. There are clear friendships in place and this very effectively promotes children's sense of belonging and self-esteem. Children are becoming very independent learners as they confidently explore their environment and select the games and experiences they want to join in. There is also an appropriate amount of routine, helping younger children to feel secure and preparing older children for school.

During their many varied physical activities, children have a lot of opportunities to begin to take managed risks as they learn to recognise their own capabilities. The childminder also offers advice and guidance to help them keep themselves and others safe. For example, he sometimes lets children observe him completing minor maintenance tasks around the house. During these experiences, he speaks to them about the importance of health and safety.

An excellent range of toys and resources are available to children. Low level storage enables the children to select items themselves. Children confidently choose the toys they want to play with and use these imaginatively to enhance their learning and enjoyment. Children take good responsibility for looking after the resources and enthusiastically join in tidying away at the end of activities.

The childminder offers extremely good support to help children develop habits to lead to a healthy lifestyle. Along with his colleagues he provides healthy snacks and meals which

children thoroughly enjoy. The house is very clean and excellent hygiene arrangements are in place. Children learn the importance of washing their hands before eating and after using the toilet. Drinks of water are set out for children to reach at all times.

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

The childminder works alongside his wife and another registered childminder. They are supported at times by a registered assistant. While there are sometimes four adults present in the house, there are never more than three involved in childminding at any one time. Effective communication and clear and efficient working practices ensures consistency of care for the children. Parents receive good information about the childminding arrangements and are very positive when feeding back about the service they receive. The childminder also works well with a range of other early years providers, teachers and other professionals involved in the care of children.

The childminder has a thorough understanding of his responsibility to promote children's learning and development. He monitors the success of his educational programme by observing children's enjoyment and assessing their progress. The childminder and his colleagues accurately identify the strengths of their services and areas for further improvement. They complete a comprehensive self-evaluation process and parents contribute their views through discussion and written questionnaires. The childminder attends training courses and early years conferences in order to continually improve his childcare practices. Appropriate arrangements also ensure that the assistant receives ongoing support and professional development.

Robust arrangements are in place to promote children's safety. The childminder has a good awareness of the procedure to follow should he have concerns about the welfare of any of the children. There are appropriate safety precautions in place throughout the house and garden. Regular risk assessments also take place to ensure that safety arrangements reflect the evolving needs of 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	EY302774
Local authority	Kent
Inspection number	942816
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	30
Name of provider	
Date of previous inspection	16/09/2009
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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