

Inspection date

Previous inspection date

15/04/2014

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 provides a well organised, welcoming inclusive home environment for children.
- Children are settled and confident in her care.
- Children make good progress in their development in relation to their starting points and capabilities.
- Childminder works closely with other settings to ensure continuity of care.

It is not yet outstanding because

- Children do not always have opportunities to develop early writing skills in the garden.
- Childminder does not always use question techniques to allow children to problem solve.

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

- Inspector observed activities both indoors and outdoors.
- Inspector spoke to parents.
- Inspector sampled children's documents to track progress.
- Inspector discussed the childminders policies and procedures with her.

Inspector

Tracey Murphy

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband, adult child and two children in Dartford, close to shops, parks, schools and public transport links. The ground floor of the childminders home is used for childminding with the use of a bedroom for sleeping and overnight care for one child. There is an enclosed garden for outdoor play. The family have no pets. Her husband and adult child may at times work as her assistants. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for three children in the Early Years age group.

What the setting needs to do to improve further

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

- develop further opportunities for children to practise their early writing skills in the outdoor area
- develop questioning techniques to further extend children's thinking and problem solving skills.

Inspection judgements

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

The childminder provides children with a well-resourced environment both indoors and outdoors. She plans activities from the interests of the children as well as targets from regular observations. The childminder makes regular and thorough assessments of children, which she shares with parents and other settings to ensure children's progress is good. The childminder shows a good understanding of how to promote children's learning and development through play. She plans a wide variety of activities that help children make good progress. For instance making sand castles in the garden, providing the language of whose sandcastle is bigger and encouraging the children to work together. However the childminder occasionally misses opportunities for children to problem solve during their learning. For example, during a sticking activity she tells children to use more glue rather than allowing children to work through their problem.

During activities the childminder uses lots of language to extend children's vocabulary, which is evident in the progress children are making in communication and language from their starting points. Children are keen to learn in their environment, exploring both indoor activities and outdoor activities. However, there are not always the resources to promote early literacy skills provided in the outdoor area. The childminder promotes learning in all

aspects of the Early Years Foundation Stage, particularly Communication and Language. She uses focus story time and rhyme time activities to develop children's acquisition of language. During story time she engages children well, prompting for suggested endings to stories and adjusting her tone of voice to bring stories to life, hence developing children's future learning.

The childminder works closely with parents, informing them daily on activities children have enjoyed. She monitors children's progress and shares regularly with parents, meeting with outside agencies where necessary to support children. She also shares information with other settings children attend therefore enabling continuity of care.

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

The childminder ensures children feel safe in her home enabling them to form strong attachments. The environment promotes children's independence with access to clearly labelled resources. The childminder supervises children well, talking to them constantly and giving meaningful praise. Children are confident to take risks with the support of the childminder. For example, children manoeuvre equipment from one level of the garden area to another safely. This helps children to gain a good awareness of their own personal safety.

The childminder gathers lots of information from the parents at time of settling in to enable her to meet children's individual needs, such as any specific dietary requirements. The childminder provides healthy snacks and encourages children to help prepare these as part of their learning, therefore promoting a healthy lifestyle.

Children are reminded about safety and are encouraged to move toys from walkways. Children receive positive praise for their achievements with lots of their work displayed and photographs for children to recall the activities. Children behave well because the childminder is a good role model treating them with kindness, she uses strategies to distract children to activities. The childminder fully fosters children's independence and personal hygiene. For example, children receive encouragement to undress after getting wet during water play and help to dress themselves again. The childminder follows the individual care plans for the children.

The childminder has a good range of safety equipment, such as safety gates at the entrance to the kitchen area. She carries out daily risk assessments both indoors and outdoors as well as at the local park prior to children entering play area. She reminds children about safety on trips such as travelling to and from the local nursery setting. She has a good evacuation procedure which she practises regularly with the children. This enables children to remain safe in an emergency.

The childminder supports children as they move onto the next stage in their learning and development. For instance, she provides them with a settling in period tailored to their individual needs. She prepares children for school or joining a second setting by talking positively and supporting the process with stories in the book area. Parents are

happy with the progress their children are making in her care.

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

The childminder has a good knowledge of the Statutory framework of the Early Years Foundation Stage. She has a good understanding of safeguarding procedures and liaises with outside agencies when the need arises. The childminder shares all policies and procedures with parents at settling in. The childminder has attended both safeguarding and first aid training as required and is keen to develop her knowledge further with training sessions from the local authority.

The childminder successfully evaluates her setting, gathering the thoughts from parents through daily feedback and questionnaires. The childminder has recently introduced a parent suggestion box and is in the process of evaluating its success. She also gathers ideas from the children to put into her practice and to develop the setting. This shows her commitment to maintaining continuous improvement and to enhance the outcomes for children.

The childminder monitors the education programmes she provides through careful observations and assessments; this is demonstrated by the progress children make. The childminder has access to support from the local authority and other settings, she uses this to develop and strengthen her own practice. She is currently awaiting more training to support children with Special Educational Needs.

The childminder has a strong partnership with parents, engaging parents in their children's learning and development. She liaises with other agencies, sharing information about children's progress and working towards the same targets for children to enhance their progress. Hence the children in her care are progressing well and are prepared for the next stage of the 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 |
|---------|----------------------|--|
| 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 | EY400336 |
| Local authority | Kent |
| Inspection number | 762421 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| 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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