

Inspection date

Previous inspection date

23/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

The quality and standards of the early years provision

This provision is outstanding

- Children are very well challenged, as the childminder provides them with an excellent range of high quality, exciting and stimulating experiences and resources.
- Children make excellent progress and are extremely engaged in their learning. The childminder has an extensive knowledge of each individual child and their preferred way of learning.
- The childminder has an extensive knowledge of child protection and keeping children safe, which is the childminder's absolute priority.
- Children are overjoyed and secure in the inspirationally caring and welcoming surroundings provided by the childminder in her home.
- The childminder forms close relationships with children and parents, and information is shared on a daily basis, ensuring that the needs of each child are met.
- The childminder prides herself on reflection and self-evaluation, always aiming to further improve her practice. Effective and focused self-evaluation methods and monitoring of the provision are extremely well established.

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 toured the areas used for childminding.
- The inspector observed the childminder and the children playing.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke in depth to the childminder, children and gathered parents' views.
- The inspector held discussions with childminder regarding observation of activities.

Inspector

Kelly Hawkins

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband in Broadstairs, Kent. All areas of the house are used for childminding and there is a garden for outdoor play. Toilet facilities are on the first floor. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works Monday to Friday from 7am to 7pm all year round. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds. The childminder currently cares for children with special educational needs and/or disabilities. The family has a cat, a rabbit and a land snail. The childminder has a BA (Hons) degree in Early Childhood Studies and holds Early Years Professional Status.

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 further explore ethnicity and other cultures.

Inspection judgements

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

The childminder provides an excellent range of resources and activities in both the indoor and outdoor areas to meet all areas of children's development. The resources, activities and environment are inspiring, so children are well stimulated and engaged in all areas of learning. Children are challenged very well and gain the most from each learning experience. They are encouraged to think about their play and to solve problems. For example, younger children use different resources during drawing and pre-writing activities. While older children use pencils and small paper the younger children are provided with a big easel and chunky crayons. This means all children are able to participate according to their own abilities.

Children also experience a wide range of activities in the outdoor area and surrounding areas, such as using the soft play, climbing equipment and trips to the local park or sensory centre. They use these very effectively to develop their physical skills extremely well and learn to take risks, and solve problems, under supervision. The garden is used well for many activities, such as planting bulbs, digging, sand and water play, the use of wheeled toys, mud kitchens, sensory activities and climbing. These varied experiences mean children have excellent opportunities to develop their physical skills, and explore and investigate using their senses. Children learn about living things when they recall caring for Gary the giant land snail, watering their seeds and waiting for their tadpoles to lose their tails.

They are all making extremely good progress as a result of the childminder's highly effective planning and teaching, and are very well prepared for the next stage in their learning.

The childminder makes detailed observations of children each day in relation to their progress towards the early learning goals and the guidance in the Early Years Foundation Stage. She has extensive knowledge of each child, meaning that the individual needs of the children are well met. The childminder uses daily observations very effectively to plan their next steps in learning. The childminder regularly reviews each child's progress, so that she knows which aspects of learning needs to be developed further to accurately make achievable yet challenging next steps. She evaluates her planning very effectively on a daily basis and records these to review. She takes into account each child's interests and needs, which are built into the planning. This means each child, including those with additional needs, makes very good progress at their own level and rate.

The childminder obtains very detailed information from parents about what children are able to do, so that she has a starting point from which to work. The childminder visits the children in their home environment to ensure that the starting points are extremely accurate. A daily diary is shared between the childminder and children's parents which records information about their routines and progress. Parents may see and contribute to their children's 'learning journals' and speak to her at any time. The childminder provides a personal service which is highly thought of by the parents. Daily text messages and emails, as well as a detailed verbal hand over, keeps parents informed. One parent comments 'The daily contact and the involvement that I feel, makes me feel massively supported and I rest easier during the day knowing that my child is well looked after by an inspirational lady'.

The childminder takes account of parents' wishes when planning activities and putting routines in place. They work closely together so that children receive consistency in their learning and development, such as their potty training, and extra support and care plans for children with additional needs.

Parents enhance children's learning at home because the childminder lends toys and resources and encourages parents to complete 'wow moments from home.' She also shares what the children have done while in her care and makes suggestions of how parents can extend this at home further. The childminder and parents share information, so that she is able to complete children's progress checks at age two years, in order to identify their levels of achievement and provide support and extra targets and strategies if appropriate. For example, the childminder is now learning sign language to support a child who has a hearing impairment and is introducing signing to the other children during the daily routine.

Children develop their communication and language skills very well as they talk to each other and the childminder throughout their sessions. The childminder consistently talks to them and asks effective questions, which extend their thinking and their vocabulary. Children ask many questions as they are finding out about their world. The childminder has provided opportunities to watch frog spawn run its normal life cycle and to grow seeds. The children recall these experiences and have visual and verbal explanations,

along with prompts to cement their knowledge and learning.

The childminder explains everything clearly to the children and introduces new vocabulary, so that they gain an understanding of the world. She reads them stories and watches short clips of DVDS from other countries and cultures, so that they are aware of the wider world. The children are busy discussing St George's Day and have recently celebrated Easter and Chinese new year. Children still talk excitedly about these celebrations and ask to see photographs and enjoy the displays. Children develop their social skills extremely well with the other children at the childminder's house.

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

Children's safety, health and well-being are given very high priority. The childminder provides them with healthy snacks and fresh home-cooked meals. For example, children have fruit for snacks, and fish pie and vegetables for lunch. She also teaches them how to look after their bodies through exercise and making healthy food choices. The childminder makes sure that they are active each day in the garden, to which children have free access, and on trips to local parks where they have use of the large play equipment available.

Children are learning to be independent as they visit the bathroom with supervision and choose their own activities. Children are encouraged to respect each other's privacy when using the toileting facilities. They are confident in letting the childminder know when they need to sleep, go to the toilet or if they are thirsty. One child asks the childminder how long it is until lunch as they are hungry. This demonstrates they are confident and have high levels of self-esteem.

The childminder teaches children how to keep themselves safe as they have regular fire drills that the children confidently recall. One child proudly says 'We go outside so that we are not in here as it would be dangerous'. The childminder sets clear rules and boundaries, and as a result, all children are extremely well behaved. Children are encouraged to manage feelings and conflicts in an appropriate way and are praised for all their good behaviour and achievements. This has a positive impact on children's self-confidence.

Children form close bonds with the other children and with the childminder and her family. The children have good tolerance and understanding of young children and children with additional needs because reasoning is given in an honest and age-appropriate way. This means children demonstrate respect and understand that everyone is different, but that this is a good thing. Children learn from each other and often remind each other of the rules, what other children are interested in and their abilities. For example, the children often talk about the preferences of other children and adapt their play or positioning to respect this. The childminder teaches them to share the toys and to take turns and she praises them when they do well. This approach builds their confidence and gives them good self-esteem.

The childminder is very aware of each child's need to feel secure, so she discusses and includes topics that have personal interest to the children. For example, when drawing a picture of 'daddy,' the childminder discusses in detail the child's dad. The child excitedly and proudly develops her picture as they talk together about his favourite things to do, their new dog and his car. This helps children to adjust to changes in their lives, and feel listened to and valued. They show that they feel very secure in her care because they are extremely happy and settled and concentrate on their play very well.

The childminder gives children positive images of disability through stories, pictures and discussion. There is also a range of resources to support ethnicity and other cultures. However, these resources are not fully extended to enhance children's learning opportunities further. Children are encouraged to manage their feelings well by having access to a display of feelings and emotions, and by using 'a today we feel' board to express themselves.

Children's transfer to school is eased because the childminder shares information about them with the school teachers and parents beforehand. The childminder reads stories to children, shares developmental records with teachers, visits the school with the children and invites teachers into her home. These arrangements help to ensure that the move to school is supported highly effectively, so that children continue to receive continuity of care.

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

The childminder has an extremely thorough knowledge of safeguarding and child protection. She completes detailed and highly effective risk assessments and reviews these on a regular basis to cover the premises and outings. The childminder supervises children vigilantly and has surveillance methods for both visual and sound in each area and room that the children have access to, ensuring the security and safety of the premises and children at all times. The childminder records and monitors the regular fire evacuation practices undertaken with the children in detail and teaches them about fire safety. Children wear wrist bands, showing contact details, when they go on trips and she takes a first aid box and mobile telephone in case of any emergency on every occasion. All these systems and processes mean the children are extremely safe in the childminder's care. All policies and records are meticulously kept and reviewed; policies are shared with regular visitors to the house as well as all parents.

The childminder monitors and evaluates all aspects of her provision extremely effectively both visually and through written records. The childminder completes a very detailed and highly comprehensive self-evaluation after each day and also uses this as a monthly review and way of making accurate improvements and action plans. The childminder uses the record as an ongoing document from which to highlight specific areas for improvement and development in her provision. The childminder has recently used this specific form of self-evaluation and review to develop the garden, so that children are provided with even more exciting learning opportunities. These include a mud garden

equipped with utensils, a growing area and 'mark making centre' to develop their imaginations and pre-writing skills effectively.

The childminder includes input from parents, children and the setting improvement partners in her evaluations by using comment and suggestion sheets, joint observations and 'wow' moments, which capture and record children's comments and wishes. Parents complete questionnaires once their children are settled, and this means they may make comments or suggestions on the provision so that the childminder always has the views of children and parents in mind when she identifies areas for improvement.

The childminder is highly motivated in striving for continuous professional development and uses a range of resources to update her knowledge and ideas continuously. She accesses a wide range of training courses and reading materials on a regular basis. Children make their own story scrap books with pictures relating to their activities, so that they may air their views, which are valued. Children are seen recalling past events and seeking enjoyment from sharing their precious memories.

The childminder has close relationships with the local children's centre which enables her to share ideas and best practice with other early years professionals each week. Children are very happy and safe during their time with the childminder and they are given a very secure foundation on which to build their future 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	EY465668
Local authority	Kent
Inspection number	940472
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	8
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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