

Inspection date

Previous inspection date

19/05/2014

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 is friendly and welcoming; her nurturing approach helps children settle quickly, forming secure bonds that fully support their emotional well-being.
- Children make good progress as the childminder assesses their individual learning needs accurately and meets these well.
- Effective communication with parents means that they are well informed and take an active role in their child's learning.
- The childminder's self-evaluation system is progressing and shows the areas where the setting would benefit from further development.

It is not yet outstanding because

- Resources do not fully reflect the range of diversity within society to enhance children's understanding of people's similarities and differences.

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 spoke with the childminder at appropriate times throughout the inspection and observed children's play and learning in the home.
- The inspector discussed risk assessments with the childminder and inspected all areas of the premises.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and pre-school age child in Tunbridge Wells, Kent. The childminder also lives with her brother and sister-in-law who live in the attic of the childminder's house, which is inaccessible to minded children. The whole of the childminder's house, apart from the attic, is used for minding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for four children in the early years age group on a part-time basis. The childminder attends the local toddler and childminding groups and is situated close to public transport links, schools, shops, parks and other amenities.

What the setting needs to do to improve further

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

- develop further the range of resources to raise children's awareness and understanding of different cultures, non-traditional occupations and disabilities.

Inspection judgements

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

Children make good progress as a result of the childminder's effective teaching methods and her knowledge and understanding of how children learn. The childminder has effective observation and assessment systems. She uses these to plan challenging and motivating learning experiences for all children in line with their initial starting points. The childminder is fully aware of the progress check for two-year-olds and ensures her records of children's individual achievements concentrate on the areas that are relevant to this check. The range of resources covers the seven areas of learning, providing stimulating opportunities for children to learn through play.

Children are confident and settled in the childminder's home. They chat to the childminder about what they are doing, informing her about needing more paint to finish their pictures. The childminder shows interest in what the children are saying and uses open-ended questioning to help develop children's vocabulary and understanding. The childminder repeats words the children say, reinforcing their understanding and supporting their communication skills. The childminder provides a good range of books that are displayed at a low level for the children to access easily. They select familiar books and often ask the childminder to read to them. However, the childminder has few resources and activities that provide positive images of diversity to help children learn to respect and

value differences.

Children thoroughly enjoy playing in the garden. There is great amusement from both the childminder and children when they wash away chalk drawn shapes on the paving stones with water. Children thoroughly enjoy acting out role-play scenarios. For example, they hide under the table as they pretend to be dinosaurs in search of food. The childminder supports this pretend play by asking open-ended questions to enable children to respond. She uses language such as 'more' or 'less' in everyday conversation to promote their early mathematical development. This good quality of teaching prepares children well for the next stage of their learning.

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

The childminder has effective arrangements to settle children when they are first placed with her. She is patient and caring, allowing children time to develop their confidence. As a result, children show a strong sense of security and respond very well to the childminder's warm, friendly manner. Children behave well because the childminder has a consistent approach and sets high standards. For example, she speaks politely to the children, modelling good manners. Children generally share toys with each other and pass things back with gentle reminders. The childminder's careful support helps to prevent any minor squabbles occurring.

Children show good levels of self-esteem, appropriate for their ages and stages of development. This is because the childminder knows what they are capable of doing and uses praise and encouragement when they succeed or need help. Children learn how to keep themselves safe. For example, they understand how to sit at the table at snack time and learn to negotiate the steps in and out of the garden. The childminder understands the importance of social development for children and takes them to a local carer and toddler group to widen their circle of friends.

The childminder provides a good range of resources that helps her to successfully promote children's learning and enjoyment. They select items independently and learn to respect toys by helping to tidy them away when they have finished playing with them. Space within the childminder's home is used well. There are cosy areas for children to play and rest and a lot of clear space for floor games or physical exercise. The childminder encourages children to be independent in their toileting and teaches them about the importance of washing their hands. This helps them to develop good self-care skills. Children enjoy nutritious snacks and meals which are planned to reflect their individual dietary requirements.

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

The childminder shows that she has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has a well-written safeguarding

policy and related procedures to protect children while they are in her care. The childminder carries out regular risk assessments both inside and out in the community to keep children safe. She implements good safety measures regarding the use of mobile 'phones and cameras, as part of her ongoing safeguarding measures to protect children. The childminder uses a broad range of up-to-date written policies and procedures that are shared with parents so they understand how she cares for their children.

The childminder has started to effectively identify the strengths and weaknesses of her provision to highlight areas to improve through the self-evaluation. She regularly reviews her practice and makes changes where necessary. For example, she takes in to account of how much children enjoy the activities she provides and amends her plans as required. The childminder has recently started childminding and is keen to develop her knowledge and skills to promote better outcomes for children.

The childminder has a strong partnership with parents, engaging parents in their children's learning and development. She speaks regularly with parents to make sure that they are happy with the service she offers and encourages them to share their views or any concerns. The childminder liaises closely with other agencies and settings the children attend. She ensures continuity of care, sharing information about children's progress and working towards the same targets for children to enhance their progress. Consequently, 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	EY470280
Local authority	Kent
Inspection number	944152
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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