

**Inspection date**

04/06/2014

Previous inspection date

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 has a secure awareness of children's learning and how to help them progress.
- The childminder develops positive relationships with children, helping them settle well and develop confidence.
- Children benefit from the environment and range of activities the childminder provides.
- The childminder evaluates her practices well.

**It is not yet outstanding because**

- The childminder is not routinely reviewing and using how parents are supporting children's next steps in their learning at home in her learning assessments.

## 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 checked evidence of the childminder's safeguarding knowledge, took account of the childminder's self-evaluation and views of parents.
- The inspector viewed the areas of the home used by children.
- The inspector had discussions with the childminder.
- The inspector observed children and childminder during play activities.

## Inspector

Sue Taylor

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in Ashford, Kent. The home is close to shops, parks, schools and public transport links. The playroom and other rooms on the ground floor are available for childminding. There are two bedrooms on first floor for sleeping babies and young children. There is an enclosed garden for outdoor play. The family has tortoises and guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding eight children; of these three are in the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis.

### What the setting needs to do to improve further

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

- strengthen current strategies to successfully engage all parents in supporting their child's learning at home and use the feedback to help assess children's progress.

## Inspection judgements

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

The childminder is able to support children's learning and development well. She gets to know each child well as an individual. As a result, she is very aware of their interests and learning needs. The childminder routinely observes children as they play or take part in planned activities. She uses her own system, based on a national child development guide, to help her assess children's progress across the seven areas of learning. From the information she gathers, she is able to identify any learning gaps or where to challenge children. She then plans children's next steps in their learning for each area of learning. The childminder shares this useful detail with parents, who have a copy to take home. She encourages parents to support children's learning at home. However, she is not fully engaging with all parents to receive feedback and use this to support her assessments. She writes informative summaries on children's development and shares this with parents. These provide detail about children's personal, social, emotional and physical progress as well as their communication and language development. The good knowledge that the childminder has enables her to complete the progress checks for two-year-olds when required.

The childminder supports children's communication and language development well. She talks to children and values what they say. With younger children, she repeats words they try to say and encourages their developing speech. Children go to toddler groups and this

helps them gain social skills as they meet other adults and children. The childminder uses children's ideas and interests when planning activities. For example, she makes resources available again when children show sustained interest and engagement in creating a zoo using plastic animals and wooden cut offs. She helps children extend their imaginative play by introducing play people and vehicles. The childminder encourages children to practise their early writing skills as they make marks in oats on a tray or use chalks outside. The childminder teaches children about nature and life cycles as they watch the frogspawn develop into frogs. Children gain an awareness of early technology as they learn to operate the electronic toys or scroll through photographs on the childminder's phone. The childminder supports children early learning about numbers and counting as they play together. The support and teaching that children receive helps ensure they develop the skills they need for their future learning.

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

The childminder develops very warm and caring relationships with children and has a good understanding of their individual needs. She clearly knows how each child settles for a sleep or if they need their comforter. As a result, children settle extremely well. Children gain confidence as the childminder encourages them to make choices about their play and to do things for themselves. The childminder teaches children to share resources and play together. Young children demonstrate some independence skills as they help feed themselves or try to put their boots on. Children develop positive self-esteem and a secure emotional well-being that helps prepare them well for a future move to school or nursery.

Children learn to keep themselves safe as they practise fire drills or safe road crossing. The childminder supports children in becoming aware of the importance of a healthy lifestyle. They use the garden or other outdoor facilities, enabling them to have play and exercise in the fresh air. The childminder ensures children have drinking water to hand. Young children learn about the importance of good personal hygiene as they wash their hands with the childminder after nappy changes. There is a broad range of good quality resources that are easily accessible to children. The childminder uses the resources and plans activities well to support children's learning well. The playroom is child-centred with displays on the walls of children's art or photographs of them engaged in activities. This helps children have a sense of belonging. Parents report on how happy and emotionally secure their children are.

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

The childminder clearly understands her responsibility to meet the safeguarding and welfare requirements. She is conscious of her role in helping to keep children safe and informs parents of her responsibilities. She is confidently aware of the processes to follow if she has child protection concerns about a child in her care. The childminder ensures the premises are safe and secure, such as using stair gates and safety catches on kitchen cupboards and drawers. She shares the informative written policies and procedures with

parents. This helps ensure they know about her practices. The childminder reflects well on the quality of her childminding service and on how she supports children. She is recognises her strengths as well as areas for improvement. Her plans include doing safeguarding training and continuing to develop her garden to create a stimulating learning environment. The childminder demonstrates a positive capacity to improve.

The childminder is confidently able to meet the learning and development requirements. She routinely monitors children's achievements and identifies learning gaps that may need addressing. The childminder engages well with parents and encourages them to share their views through discussions and written feedback. Parents comment very positively about the care and learning their children receive. The childminder works in partnership with others, such as other early years settings or schools, when appropriate to help support children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY469445
<b>Local authority</b>	Kent
<b>Inspection number</b>	976102
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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