

Inspection date	28/04/2014
Previous inspection date	08/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 finds out about children's individual needs, interests and starting points in order to be able to meet their individual requirements and support their progress and development.
- The childminder meets children's individual needs well due to her highly effective observation and assessment systems. She clearly identifies next steps in children's learning to support their individual progress and development further.
- The childminder keeps parents fully informed about their children's care and progress through a variety of communication methods, including daily verbal exchanges.
- Children settle into the childminder's home extremely well due to her highly effective settling-in procedures and the establishment of a close partnership with parents.
- Children are cared for in a secure, safe environment where extensive risk assessments ensure their ongoing health and safety. The daily routines and outings effectively enhance children's understanding of how to keep safe.

It is not yet outstanding because

- Although children can select some toys and books independently, many are stored in a cupboard, which prevents children from being able to make decisions about what they want to play with.
- Children really enjoy investigating sand, water and the outdoor area, but there are few resources available such as magnifying glasses, binoculars and bug hunting pots, to

encourage their investigative skills further.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children enjoying activities in the home setting and in the garden area.
- The inspector took account of parents' views, obtained from the childminder's evaluation questionnaires.
- The inspector sampled documentation to confirm the childminder and her Assistant's suitability.
- The inspector sampled children's records which included observations and photographs showing their ongoing progress.
- The inspector discussed the childminder's reflective practice and self evaluation

Inspector

Lara Hickson

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Dartford, Kent. The ground floor of the home is used for childminding, with supervised access to the first floor bathroom and two bedrooms. There is an enclosed garden for outdoor play activities. The childminder is situated close to many local amenities including parks, a Sure start Children's Centre, a library and toddler groups. The childminder takes and collects children from local nurseries and school. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Her husband has recently registered as her Assistant. There are currently two children on roll, both of whom are 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:

- extend opportunities for children to be able to choose toys and resources independently
- enhance the resources available to support children's investigative skills further.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She demonstrates a clear understanding of how young children learn through play and uses her observations of children during play activities to plan effectively for their each individual next stage of learning. A broad selection of play equipment, resources and activities are available in both the indoor and outdoor areas, where children can learn through play. The childminder encourages young children to explore and initiate their own play experiences, whilst being on hand to engage and motivate them, stepping in when they require support or encouragement. Generally, these cover all areas of learning well, although there are few resources available to support children's investigative skills.

The childminder plans a wide range of activities, both in her home and through outings in the local community, which enables children to extend their learning in a variety of different social situations and environments. The childminder uses walks to local amenities, such as parks and the toddler groups to extend children's concepts of their local community, road safety and the world around them. Regular visits to local toddler

groups and the Children's centre helps to develop key social skills as children interact with other children and adults. The childminder's friendly, encouraging approach enhances children's confidence and self esteem. When children are trying to develop new skills the childminder encourages their attempts. For example, when children are trying to jump like 'bunnies' she really supports and praises their attempts and she joins in to demonstrate how to jump.

The childminder uses effective teaching methods to interact with children, giving high priority to children's communication and language skills. She supports their language development well through introducing vocabulary extensively during play activities and everyday routines. For example, when children are playing in the sand tray, she encourages the children to notice the different sized buckets and the colours of the spades, scoops and rakes. The childminder understands that young children learn through listening to language and she repeats words that they say back to them to enhance their confidence. For example, when she makes a sandcastle with children she encourages them to tap the top of the bucket twice before tipping the sandcastle out. Children repeat her counting, saying, 'One, two' and later, they are overheard spontaneously counting when they are playing in the water tray. As a result of the childminder's support, young children's communication skills are developing extremely well, with new sounds emerging all the time. The childminder has an extremely positive approach to supporting children who speak English as an additional language. She liaises with parents if she hears a child say words in their home language so that she knows what they are saying and can respond to them appropriately. She also introduces Russian to the children and takes them to a Russian toddler group. As a result, some children are heard using some Russian words with the childminder. Parents are extremely complimentary about these additional skills that their children are learning and they actively encourage multilingual learning.

The childminder has an extensive selection of books and these are stored at low level, enabling children to select these independently. Children regularly snuggle up with the childminder to look at books and the childminder uses these opportunities to enhance and extend their language and vocabulary further. She points to different pictures and encourages children to name the objects, or she introduces the names for the children to repeat.

Children enjoy being creative, using different paint brushes and rollers to make marks, and making different shapes out of playdough. Children have access to toys with buttons to press, flaps to lift and knobs to turn, which supports their exploratory skills and their early information and technology skills.

Although the garden resources and books are easily accessible, many toys are stored in a cupboard in the lounge. This means that children are not able to select independently from the full range of resources available, which restricts their decision-making skills and prevents them from being actively involved in some aspects of their learning.

The childminder has an effective observation and assessment system in place to monitor children's progress effectively. She completes regular observations to assess children's skills, interests and knowledge, and she uses this information to identify the next steps in their learning. As a result, children make good progress in relation to their starting points.

The childminder uses a secure online system where parents can see her written observations of the children and photographs of them enjoying different activities. Through this system, parents have easy access to their children's assessment, which enables them to be effectively involved in their children's learning and development. Activities and outings are planned that reflect children's individual learning needs and interests. For example, the childminder brings the water tray into her kitchen area after a child shows great enjoyment as she washes sand off of his hands. He thoroughly enjoys pouring water out of different containers, and then, using a variety of utensils such as scoops, ladles and spoons, filling the containers up again.

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

Children form strong emotional attachments with the childminder due to her highly effective settling in procedures. The childminder is particularly nurturing in her approach and this really enhances children's feelings of security and belonging. They approach her regularly, particularly when they want help with a toy or when they are tired and in need of extra cuddles. Children confidently explore her home, moving from the indoor areas into the garden, making choices about where to play and what to play with. The childminder ensures that she has comprehensive information on children's individual needs to enable her to follow their individual routines. This effectively supports children's move between their home and the childminding setting. The childminder demonstrates a very good understanding of children's individual needs and responds well to these. For example, she recognises when a child is getting tired so she warms a bottle of milk and settles the child down for a rest. Children receive frequent praise and encouragement from the childminder when they achieve a new milestone or attempt a new skill. For example, she shows delight when children say new words.

The childminder promotes children's healthy lifestyles well. They have daily fresh air and exercise on the school run and on planned activities to local amenities, including parks and toddler groups. In the garden, children confidently manoeuvre sit-and-ride toys forwards and backwards and they push toys in a buggy around the patio. Regular visits to a variety of local parks and indoor soft play centres, offer children opportunities to further develop their physical skills. The childminder encourages children to develop independent hygiene routines from an early age and provides the appropriate equipment to support this. For example, children use a step-up stool in the kitchen to help them to wash their hands independently. The childminder provides a wide range of nutritious, well-balanced meals and snacks that incorporate plenty of fresh fruit and vegetables. This supports children's understanding of a healthy lifestyle. The childminder liaises with parents to meet children's individual dietary requirements. The childminder has incorporated recipe ideas from her own Russian heritage, such as Borscht, as well as introducing children to food from around the world. She encourages children to try new foods and supports younger children to start feeding themselves by providing age-appropriate cutlery and aiding their initial attempts at using a spoon.

The childminder has a valid paediatric first aid qualification, which means that she can give appropriate first aid in an emergency. She has thorough procedures for recording the

administration of medication and accidents and these are comprehensively shared with parents. The childminder supports children to feel and to keep safe within her setting. She risk assesses her provision comprehensively, to ensure that all hazards are identified. The childminder completes weekly checks on her smoke alarms to ensure they remain in appropriate working order, and children participate in regular fire drills. This ensures that they are aware of the procedure to follow in the event of a fire. The childminder uses day to day opportunities to discuss safety. For example, on the walk to and from school the childminder introduces the children to appropriate road safety through explanations and by role modelling how to cross roads safely.

The childminder demonstrates a strong commitment to helping children to develop a positive attitude to diversity. She values cultural and linguistic diversity and seeks information about children's individual family backgrounds. This helps her to encourage children to develop an understanding of different traditions and languages. Children's behaviour is generally good. The childminder provides clear explanations and gentle reminders about what is acceptable. Her behavioural expectations are clear and consistent and she shares her written behaviour policy with parents. She understands the different stages that children go through as they learn and develop. Children are supported to develop sharing and turn taking skills as they play with different activities. This builds children's key social skills and increases their understanding of expected behaviour.

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

The inspection was brought forward because it was found the childminder had failed to notify Ofsted of a significant event, which is a requirement of their registration. On this occasion Ofsted issued the provider with a warning letter. At this inspection it was found that the childminder demonstrates a thorough understanding of the issues that she is required to notify Ofsted about. The childminder refers to the Statutory Framework for the Early Years Foundation Stage regularly, to refresh her knowledge. She has a good understanding of her responsibility to promote the safeguarding and welfare requirements. She demonstrates how to safeguard children, which includes recognising signs that would give cause for concern about a child in her care. She is clear about her responsibilities as a childminder with regards to recording and reporting any concerns. The childminder has comprehensive written policies in place regarding safeguarding children, which she shares with parents to ensure that they are fully informed of her responsibilities to the children she is minding. The childminder maintains all the required records and documentation to ensure children's care and well-being. The required Disclosure and Barring service checks are carried out on all adults living or working in the home setting and the childminder is clear about the procedures for working with an assistant. For example, her assistant has completed paediatric first aid training and received good induction from the childminder. Children are never left alone with people who are not vetted. There are very clear procedures in place regarding the safe arrival and collection of children. For example, the childminder does not release a child to anyone not authorised by their parents to collect them. These procedures ensure that children are protected while at the childminding provision.

The childminder has established good partnerships with parents. She exchanges information about children's progress with parents daily, using emails and text messages, and a computerised diary, which includes photographs of children enjoying activities. This enables parents to be actively involved in their children's care and learning. She also shares with them a comprehensive set of policies and procedures and a clear service statement on how her childminding service operates.

The childminder demonstrates a very positive approach to sharing information when children also attend other early year's settings. She shares her own observations on children's learning and development and incorporates into her provision ideas gained from other professionals. This supports consistency of learning for the children in her care and is a way of the childminder developing her knowledge of the early years further.

The childminder has effective reflective systems in place to evaluate her practice and support her drive for continuous improvement. These include seeking the views of parents through the use of parent evaluation questionnaires. Recent questionnaires are unanimously positive, grading the childminder as 'excellent'. Parents are extremely complimentary about the childminder and her service. They comment, for example, that they are, 'Very happy that children's development and milestones are really taken into consideration', and they praise the daily electronic diary, saying that it enables them to, 'Look at pictures that we are able to share with the rest of the family'.

All previous recommendations have been effectively met. The childminder improves her knowledge through attending additional training courses, liaising with other childminders and reading information sent through from the Professional Association for Childcare and Early Years (PACEY) or Ofsted. She has additional ideas for enhancing her provision; for example, she is planning to complete a qualification at level 3, to enhance her knowledge of childcare practice further.

The Childcare Register

The requirements for the compulsory 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	EY451372
Local authority	Kent
Inspection number	969172
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	08/04/2013
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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