

Inspection date

Previous inspection date

25/06/2014

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 engages with the children very well and gives good attention to promoting the development of their communication and language skills.
- The local children-based amenities are used effectively by the childminder, helping to promote children's social and interactive skills.
- The childminder displays a very positive attitude towards advancing her own professional development.
- The childminder shows she is able to self-evaluate and reflect on her childcare practices, to ensure future improvement in meeting the needs of the children.

It is not yet outstanding because

- There is scope for the childminder to make more use of the garden area, so that children are able to benefit further from the play and learning opportunities outside.
- The childminder misses some opportunities to further promote children's independence in everyday situations.

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 talked with the childminder and sampled relevant documentation.
- The inspector observed children and viewed their progress records.
- The inspector provided feedback on her findings to the childminder.

Inspector

Mary van de Peer

Full report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child in Gravesend, Kent. The whole of the childminder's house is used for minding, with bathroom facilities on the first floor. There is a garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age group on roll. The childminder also cares for an older child. The childminder walks or drives to local schools to take and collect children, and attends the local parent and toddler group.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to extend their learning to the outdoor area
- build on the opportunities for children to be more independent in everyday situations.

Inspection judgements

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

The childminder displays a good understanding and knowledge about how children learn through play. This means there are age-appropriate, interesting and stimulating resources for them to enjoy. The childminder shows that she is able to develop children's communication and language skills effectively. They focus on her and respond positively and actively, making themselves understood. She always acknowledges the young children's attempts at speaking, repeating words so they are able to learn them correctly. The childminder enables children to try out new activities, helping them use their imagination and physical abilities. She encourages young children to move on to the next stage in their personal, social and emotional development, such as sharing and taking turns. The childminder is very aware that she needs to promote both child-initiated and adult-led opportunities to help children's learning and development. However, she does not always make the most of opportunities in everyday situations to further promote children's independence, for example by allowing them to cut up their fruit at mealtimes.

Before children start with her, the childminder makes sure she obtains the required and relevant details about their personal background and individual needs from parents. She also asks that parents provide essential information about their children's development, skills and interests, for example their abilities and what they like doing the most. The

childminder knows it is important to find out what children can already do. In very young children, this may mean milestones such as crawling, walking and speaking first words. She then uses this knowledge, alongside her observations of the children, to help her provide challenging and age-appropriate daily activities. The childminder ensures she always has a variety of interesting toys for children to choose from. The resources also include those that she knows the children enjoy, for example role-play activities and noisy and bright toys.

The childminder interacts well with the children and plays with them at their level, giving them lots of focused attention. The childminder uses different opportunities to help all children to listen to a variety of words associated with their play, including singing rhymes and telling them favourite stories. She ensures children can explore and use art and craft materials, for example when they are at the toddler group. Photographs show children enjoying painting and sticking. As a result, children's creative development is developing well. The children smile and display pride when the childminder praises and encourages them, boosting their self-esteem. There is an outdoor garden area where children can play safely to further develop their physical and other skills; however this is not used on a regular basis. The childminder visits local parks and toddler groups; consequently, children benefit from being in the fresh air and taking part in exercise.

The childminder always makes time during the day and when they are collected to discuss the children's daily routine with their parents. Children's very informative learning and development records are also available for parents to view at any time. This practice supports their involvement in their children's progress, to ensure continuity of learning.

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

The homely and stimulating play areas help children settle in quickly and make them feel at ease straight away. The childminder gives good attention to promoting the children's welfare and well-being. It is obvious they enjoy her company very much and she responds positively and appropriately to their individual needs. The young children clearly show they trust the childminder, displaying confidence in their abilities, and are beginning to express themselves. The childminder supports children in their activities and is always with them; as a result, they clearly feel safe and secure in her company. She is always on hand to give children comfort and cuddles if they want them. The childminder praises children for their achievements; this means they feel proud and more confident. Most activities are accessible so that children can choose what they want to do for themselves. The childminder provides a good range of toys and resources, for example simple musical instruments and everyday role-play activities.

The childminder offers parents the option of providing meals and snacks for their children. She uses fresh ingredients whenever possible, helping ensure children benefit from nutritious and balanced meals and snacks. The children are offered milk and water to drink. The childminder has routines in place to help older children develop some self-care skills, such as how and when to wash their hands. She also has baby wipes to help younger children learn the importance of good hygiene routines. As a result, children are

developing a good awareness of healthy eating and effective hygiene practices.

The childminder has a clear and effective behaviour management policy in place. She has a good understanding of how to engage the children and promotes their personal, social and emotional development needs well. The children respond positively as she encourages and helps them in their efforts to achieve what they want to. The childminder shows she has respect for children and this means they feel valued.

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

The childminder displays a good knowledge of the requirements of the Early Years Foundation Stage and implements them well. Each child has a progress and development record, where the childminder records her observations. Photographs of the children enjoying activities support her written assessments of their progress. The childminder's observations and assessments are evaluative and identify the links to each child's stage of development. There is effective monitoring of any specific learning needs, and next steps in children's individual learning are identified and followed up. Consequently, children are progressing and achieving well in all areas of learning.

The childminder has informative and well-written policies and procedures to show how well she understands her job and responsibilities. The safeguarding policies and procedures in place show that the childminder gives great importance to safeguarding children's welfare and well-being. She displays a good knowledge and understanding of her role in protecting children and what she would do if she had any concerns about a child. The childminder has attended a recognised first aid course and is able to show that she has a good understanding about what to do if children sustain any minor injuries. Risk assessments are carried out regularly, and she records and monitors any findings. This helps ensure children are able to play in environments that are suitable and free from hazards.

The childminder has begun to develop an effective process to help her evaluate her service. She is able to identify and implement any changes required. These include her plans to improve the quality of her observations and continue her professional development, to ensure she keeps up to date with current practices. Parents are also encouraged to comment about the service she provides.

The childminder works effectively with parents to meet their children's needs. They are always asked to sign any required consents for various aspects of care and learning, for example if the childminder needs to seek emergency medical treatment for a child. The childminder displays a commitment to continue with improving the processes already in place. She shows a good awareness of the importance of sharing information for children's continuity of care, so that they are well prepared for their next stage of learning.

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	EY473225
Local authority	Kent
Inspection number	951178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

