

Inspection date

Previous inspection date

27/06/2014

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 interacts well with children and gives them good attention and support when needed.
- The observations, assessments and planning are good; children's next steps are being identified effectively.
- The childminder has warm and caring attachments to the children in her care. This positively supports them as they settle well.
- The childminder has formed good relationships with parents, providing them with detailed information about their child's time with her.

It is not yet outstanding because

- The childminder does not always provide sufficient opportunities for children to see visual representations of the written words outside. The children have fewer opportunities to explore natural materials in the indoor environment.

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 held discussions with the childminder throughout the inspection.
- The inspector examined documents and the records of children's learning and development.
- The inspector observed the children participating in activities and interacting with the childminder.
- The inspector discussed risk assessments with the childminder and inspected the premises.
- The inspector discussed with the childminder her plans for the future and how she will support children through transitions.

Inspector
Sara Garritty

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and two children aged five and two years, as well as two small family pets. They live in Folkestone, Kent. The whole of the three-story house is used for childminding. The kitchen and garden are accessible by stairs. There is an enclosed garden for outside play. There are three children in the early years age group on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has achieved Qualified Teacher Status. She is available to walk or drive to the local school and pre-school to take and collect children. She also takes children to toddler groups and other venues in the local area.

What the setting needs to do to improve further

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

- help children to understand that words carry meaning by using more names and labels in the outdoor environment
- develop more opportunities for children to explore and experiment using a range of natural materials indoors.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning. She sets out the rooms to enable the children to move between activities safely. The children explore the environment accessing equipment independently from low storage containers. The childminder joins in activities to help support and develop the children's learning. The children are eager to share books and magazines with adults and friends. The childminder has a good knowledge and understanding of the children's interests and builds on these to extend the children's learning. For example, she uses the children's favourite stories to incorporate mathematics as they identify shapes as well as count characters. The childminder makes effective use of open-ended questions and gives children time to respond. Children eagerly babble and chatter to the childminder as they point to the characters she names, demonstrating their understanding. The childminder encourages the children to join in singing simple nursery rhymes to develop their vocabulary further. The quality of teaching the children receive is good because the childminder focuses on key areas of learning, such as personal, social and emotional development as well as communication and language. She provides the children with a variety of stimulating, age-appropriate resources and activities to support their play. However, opportunities to

explore natural materials inside are not so freely available. Children use their imagination to act out different situations. For example, they dress up and pretend to be ladybirds as well as helping to look after the baby dolls, by feeding and bathing them. The children are developing their self-esteem and beginning to acquire key skills needed for their future. They particularly enjoy exploring the different textures in the sand as they search for shells and cones. The childminder uses this activity to introduce the children to letters and signs as they draw in the sand. The children are beginning to gain early writing skills. They see signs around the home in the form of posters and homemade pictures. However, she does not fully promote or extend opportunities for children to recognise letters within the outdoor environment. The childminder encourages the children to predict events as they discuss what will happen when they tip the water out of the tray. She encourages the children to experiment, explore the home, and garden independently.

The childminder continually observes the children to identify their developmental needs and current interests. She works closely with parents to ensure that she has a good knowledge of the children before they start at the setting. The childminder encourages the parents to stay for short sessions before their child starts with her. She accurately evaluates the observations and uses the information to inform planning ensuring personalised learning takes place. This enables her to plan for their next steps therefore children make good progress in all areas of learning. The childminder collates the observations and photographs in the children's learning journeys; these are regularly shared with parents. She has received training on how to complete the progress check for children aged two and is prepared to complete the checks at the appropriate times.

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

The childminder is dedicated to making her home a warm and welcoming environment for children and their parents. The children are content and are actively engaged in the range of activities provided for them. The children are developing their confidence and self-esteem as they explore the home with the reassurance that a familiar adult is close by for cuddles. The childminder is aware of the need to support the children to manage the hazards in the environment and is constantly vigilant while the children are in her care. She supports the children to manage the stairs independently as well as teaching them how to manage the steep slope to the bottom of the garden.

Daily outdoor play supports children's physical skills providing opportunities to climb, jump or pull themselves up ready to take their first few steps. The children enjoy playing on the trampoline learning to manage their own feelings as they wait to take turns as well as personal safety, as the childminder reminds them to hold on as they jump. The childminder also praises the children as they remember to sit down to get off the trampoline safely. Frequent outings to indoor and outdoor play areas further promote children's opportunities to experience exercise as they start to learn about healthy lifestyles.

The childminder makes effective use of meal times to talk to the children about the foods they are eating and how they support them to grow and develop. She also uses this social

time to talk to the children about what they are going to do for the day. The children have a variety of foods for snack time; they enjoy toast as well particularly enjoying the strawberries and blueberries. The childminder offers the children balanced nutritious home-cooked meals, which are freshly prepared. She is aware of allergies and any specific food preferences. Close cooperation with parents ensures those children who are weaning are fully supported and have continuity of care between home and setting.

The children's behaviour is good, they are happy to play alongside others and respond well to requests, for example, the children are eager to help as they pass toys and books to friends. The children are also learning about how to care for others as they feed the rabbit the left over blueberries, and talk about what he likes to eat. The childminder changes the children's nappies regularly; she talks with the child about what she is going to do next. Children learn self-care as they follow good hygiene practices by cleaning their hands before eating and after using the toilet.

The childminder provides the children with a variety of cultural resources and activities to support their all-round development. She is aware of the need to constantly review the resources to ensure they meet the children's ever changing needs as well as preparation for moving on to school. The childminder plans outings within the immediate areas, which enables children to gain a good awareness of their local community.

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

The childminder clearly demonstrates that safeguarding children is a priority. She has carried out comprehensive risks assessments and understands how to keep children safe at all times. She ensures that the children are constantly supervised and checks stair gates are closed, to minimise the risk of accidents. The childminder holds a valid first-aid certificate and is trained to treat any minor injuries children may sustain. She has undertaken safeguarding training and has a good knowledge of the requirements of the Early Years Foundation Stage. She has all the required documentation in place, which is accurately recorded; this enables her to further support children's well being. Therefore, the childminder gives high priority to providing a safe and secure environment for all children.

The childminder monitors the children's achievements, and adapts planning to incorporate their emerging interest. For example, she is introducing rockets to replace the current beach theme, as the children have expressed an interest. These adaptations to planning ensure that all children are reaching their full potential and making good progress in relation to their starting points. The childminder regularly shares her observations with parents. They enjoy looking through the children's learning journeys, as well as having observations emailed to them to read at their leisure.

In the short time she has been operating, the childminder has developed very positive relationships with parents. She encourages them to evaluate the service she provides by regularly discussing their requirements with them, as well as more formally in the shape of

a questionnaire. Parents are very positive about the service they receive from the childminder. They comment that she has made the transition back to work much easier. The childminder keeps parents well informed about their children's progress each day; the use of a home contact book helps parents to keep the childminder up to date with care aspects. The childminder also uses the book to inform parents of events that have happened during the day.

The childminder has clear aims for the future, she is able to identify the strengths and weaknesses in her practice and has plans in place to develop and expand her setting ready for a new child starting in September. She also provides parents with daily information about events and meals planned on the notice boards in the hallway. She is developing links with other professionals to support children and their families, she has contact with local schools and regularly attends the local children's centre to meet other childminder's and attend toddler groups.

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	EY472117
Local authority	Kent
Inspection number	950002
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
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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