

Inspection date	30/06/2014
Previous inspection date	23/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children talk through activities and the childminder engages them in conversation, helping them to develop good communication skills.
- The strong partnership with parents and carers helps to ensure that children's needs are fully met. The childminder ensures that parents and carers are fully involved in their children's learning and development.
- Great emphasis is given to promoting children's independence and self-help skills resulting in confident children who take charge of their own well-being.
- Children are making good developmental progress as the childminder plans activities that they enjoy, introducing different areas of learning into them.

It is not yet outstanding because

- The childminder has started to think about her strengths and areas for improvement but does not involve parents and carers in this process.

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 observed activities indoors and in the garden.
- The inspector had discussions with the childminder and children.
- The inspector read letters from parents and carers.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two school aged children in Weavering, near Maidstone, Kent. The setting is close to shops, parks, schools and pre-schools. Two bedrooms on the first floor and the whole ground floor of the childminders house are available for childminding, with a fully enclosed garden for outside play. The family has a dog and five guinea pigs.

The childminder is registered on the Early Years Register and is currently minding six children in this age group, all on part-time basis. She is registered on the compulsory and voluntary parts of the Childcare Register and also offers care to children aged over five years to 11 years.

The childminder walks and drives to local schools and pre-schools to take and collect children. She attends toddler groups on a regular basis. The childminder is a member of an approved childminding network and holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- further build on how self-evaluation is used to develop practice, ensuring that the views of parents and carers are taken into consideration.

Inspection judgements

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

Children participate in a range of adult and child-led activities that promote learning in all areas of development. The childminder ensures that favourite toys and activities are available, helping children to enjoy their time with her. Children lead their own play and the childminder knows when to stand back and let them do so. However, she is also skilled at interacting with children and extending on their learning. The childminder knows that children will learn when they are heavily involved in play and enjoying what they are doing. For example, when a child is painting, the childminder helps the child to learn mathematical concepts such as counting fingers as she prints with them. Overall, children enjoy a balanced and broad curriculum that promotes learning in all areas. Children feel safe and secure with the childminder and are happy to engage in conversation with the inspector as they are introduced to her. They are polite and praised for being so. As children are heavily involved in activities, they are generally well behaved but the childminder also gives very clear guidance, which supports children to be so. Children are confident and know what toys and resources are available, making choices about what they play with. The childminder engages children in conversation, listening to what they

say with interest. She asks questions as children play, helping them to communicate and build on their language development. The childminder works closely with others when children require support with speech development. A setting that is rich in discussion is helping children to develop strong communication skills. The childminder uses labels around the home to help children to understand that words have meanings. Children enjoy their regular visits to the library and have favourite stories which the childminder shares with them. They dig for lettered pebbles in the sand, helping to develop letter recognition in preparation for school.

Children learn about shape, numbers and colour as they play. There are many opportunities for children to develop their physical skills when playing in the garden. They climb equipment confidently, feeling safe to do so as the childminder stands by giving support, guidance and praise for achievements. Children use tools competently to create with. They are trusted to prepare fruit for lunch, for example, and due to the childminder's support and encouragement have very good control of small tools and pencils. The childminder is very creative and supplies many resources that enable children to be too. They help themselves to what they require to make individual works of art, using a mixture of natural and manmade objects to great effect. The childminder encourages children to talk about what they are creating and to use descriptive words to do so. When children show an interest in wildlife, the childminder extends on it, helping children to learn about the world around them. They enjoy regular visits to places of interest that build on their knowledge and understanding of the world. Children plant, harvest and eat produce helping them to learn about where food comes from. They enjoy imaginative play and involve the childminder as they take on roles, mimicking what they see adults doing. Children use their imaginations to great effect, having easy access to toys and resources that enable them to do so.

The childminder make regular observations of children, assessing their learning and making plans to extend on what they know. The childminder has high expectations of children but also offers much support and guidance to help children progress through the developmental stepping stones. Parents and carers are involved in their children's learning journeys. They read the observations and share in the childminder's learning plans each time their child attends. They add to the developmental folders, sharing children's achievements with the childminder. The childminder's transparent approach enables parents and carers to continue learning at home. The childminder also works closely with other early years settings that children attend, sharing information that supports children. This joined-up approach to learning is helping children to make good progress through the developmental stepping stones in a supportive environment. The childminder gives children the time and space to play and explore. They are active learners who are creative and think critically. Children are progressing well due to the childminder's input, planning and understanding of how children learn.

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

Children have formed strong relationships with the childminder and other children who they are keen to play with. Toys and resources are easily accessible and children know

where they are and what is available. This enables them to make choices and to extend on activities. They take toys outside to continue play themes. For example, a child playing indoors pretends to have a picnic with a doll and then takes the doll in a pushchair into the garden to continue with the imaginative play. Children are well behaved as they fully engage in the activities offered to them. Their concentration skills are enhanced by the childminder who adds to experiences, positively interacting with children. The environment is safe but children are also encouraged to undertake sensible risks such as climbing on apparatus and exploring the garden. Children care for pets and are considerate towards others as the childminder helps them to think about how their actions may affect others.

Children are independent learners who take charge of their own well-being. They know why and when they wash their hands, going straight to the bathroom after playing outside and before eating. They have their own hand towels and follow good hand-washing routines. Drinks are always available and snacks offered although children decline when they are busy, knowing whether they are hungry or not. Children play outside daily and the childminder helps them to understand the importance of regular fresh air and exercise to a healthy lifestyle. Currently, children enjoy playing outside so the childminder ensures that both the indoor and outdoor areas offer learning that will engage children and help them to make progress in all areas of development. Children are well prepared for the next steps in their learning. When they are due to go to school the childminder offers activities that further promote independence and self-help skills such as doing up shoes and eating from packed lunches. Children are given extra support to develop their mathematical and phonic knowledge too. Children are emotionally prepared for the next steps due to the childminder empowering them to feel confident.

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

The childminder undertakes thorough and robust risk assessments of everywhere that children play including places they visit, helping her to provide a safe and secure environment. She has a good understanding of her role in safeguarding children and the procedures to follow should she have any concerns about a child in her care. The childminder attends training on safeguarding to ensure her knowledge is up to date, has easily accessible telephone numbers and makes sure that parents and carers understand her role in child protection. Policies and procedures are detailed, regularly reviewed to ensure that they are up to date and shared with parents and carers so that they are fully aware of the childminder's practice.

The childminder participates in training that helps her to develop her knowledge and understanding. She has started to evaluate her practice in order to improve outcomes for children. She works closely with advisors who help her to acknowledge her strengths and make plans for improvement. Recommendations for improvement raised at the previous inspection have been acted on and have improved practice and outcomes for children and their families. For example, the childminder makes sure that she has the names and addresses for all parents and carers, liaising with them to ensure that they are up to date. The childminder informs parents and carers about the inspection so that they can

contribute to the process but does not take into account their views and opinions as a matter of routine in order to help with evaluation. Although, the childminder has given thought to evaluating her setting, more input would help her to further build on practice. Children's developmental progress is monitored and the childminder uses this information to assess progress and establish where there are gaps in her provision. For example, the childminder plans to offer more opportunities for children to play with programmable toys and she recently added a unit to the arts and craft area that enables children to access resources easily where they are creating.

The childminder works closely with other professionals caring for children. This helps her to offer the additional support that children require, supporting children to make progress. She works closely with parents, carers and other early years settings that children attend, helping children to make good progress as they benefit from a united approach to their learning. Parents and carers are welcomed warmly to the setting and receive much information that helps them to feel a part of their child's time with the childminder. The childminder has devised a form that helps her to ensure that she has enough information to enable her to follow children's routines and meet their individual needs. This results in children settling well and feeling happy within the setting. The childminder continues to work closely with parents and carers, devising strategies together to support children and their families. Parents and carers praise the childminder saying that she is fun, accommodating and takes good care of their children.

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	EY390331
Local authority	Kent
Inspection number	815950
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	23/12/2009
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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