

Inspection date	01/07/2014
Previous inspection date	03/11/2009

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

- The childminder is very aware of children's favourite toys and ensures these are available, using them to promote children's learning.
- The childminder keeps parents well informed about their child's play activities and learning progress.
- Children benefit from having outdoor play as part of a healthy lifestyle.
- The childminder provides healthy, nutritious meals and snacks that support children's physical development.

It is not yet outstanding because

- Children learn about the natural world when outside; however, there are fewer natural resources indoors to support children's exploration and investigation.
- The childminder is not consistently reviewing how parents are supporting children's next steps in their learning.
- The childminder carries out annual fire evacuation practises but these are not regularly enough to support children in learning how to keep safe.

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

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2009 and works occasionally with an assistant. She lives with her husband and two school-aged children in Tunbridge Wells, Kent. The home is close to shops, parks, schools and public transport links. The whole of the childminder's home is available for childminding and the bathroom is on the first floor. There is an enclosed garden for outdoor play with steps up to the decked play area. The family has a dog. 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 11 children; of these four are in the early years age range. The childminder currently supports children who speak English as an additional language. The childminder collects children from the local school and toddler groups on a regular basis. She is a member of an approved childminding network and receives funding for free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen children's experiences and opportunities for exploring and investigating the natural world indoors
- consider different ways to further encourage parents and carers in contributing to the assessments of children's learning, such as noting how they support children's next steps in their learning at home
- practise fire evacuation drills more regularly with children so they learn about the process to help keep themselves safe.

Inspection judgements

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

The childminder has good knowledge that enables her to support children's learning and development well. She makes clear assessments of children's learning and has recording systems to note where children are in their development. This means she can easily see how well they are progressing and note any learning gaps. The childminder identifies next steps in individual children's learning and focuses her planning to meet these. The childminder produces summary reports to share with parents. She is currently reviewing her processes to make sure she fully encourages parents to feedback on how they are supporting children's learning at home. The detail that the childminder gathers

helps her produce the required progress checks for two-year-olds. These reports for parents include information on children's personal, social, emotional and physical progress as well as their communication and language development.

Children learn to concentrate and listen, helping to gain the skills they need for their future learning. The childminder recognises the benefit in using children's interests to engage them in activities. For example, she has cars and a garage in the lounge or balls and bouncy toys in the playroom. Children enjoy exploring the coloured dough, using their hands and a range of tools to manipulate and shape it. This encourages their developing physical skills. Children watch the childminder create a snake shape, knowing this can be made into a snail. The childminder encourages children to make choices about their play. She joins in with some games to help extend their skills, such as with throwing and catching a ball. The childminder effectively supports children's developing language and communication. She reflects verbally on what they are doing and asks questions that encourage children to think before they answer. She supports young children's growing vocabulary by recognising when they use new words. The childminder takes children out on a daily basis to gain experiences elsewhere, such as to toddler groups where they learn to socialise with others. Trips to the various activities at the library help support their communication and language development. She is beginning to interest young children in books and mark making to help promote their literacy development. Outings to the woods and parks help support children's learning about nature. However, there are few natural resources indoors for children to explore and investigate.

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

The childminder develops close relationships with the children and they settle well. Children gain a positive emotional well-being that supports them well for any future moves. The childminder helps children to develop confidence and gain skills to promote independence. This helps prepare them for school. For example, young children confidently make choices about their play. They learn how to wash their hands before eating. The children are keen to engage in planned activities with the childminder or generally equally happy keeping themselves occupied.

The childminder is consistent in how she manages children's behaviour so they learn about acceptable behaviours. She helps teach children about the need to share and take turns as well as to play together. Children begin to learn about keeping themselves safe. The childminder teaches them how to cross roads safely when out and about. They also practise fire evacuation drills but these are only annual and not regular enough to help young children confidently learn what to do. The childminder ensures that children have drinking water to hand, and provides healthy, nutritious snacks and home-cooked meals. For example, children enjoy a snack of breadstick, raisins, apple and grapes. The childminder uses her garden, parks and the woods so children can play and learn in the fresh air. Children enjoy physical activities outside, such as using bouncy ride-on toys or playing with balls as well as using play equipment in parks. This helps them learn the benefits of a healthy lifestyle. The childminder has toys inside that she knows children like

and has a playroom on the decked garden area with her main resources in. Children know they can make choices from the low-level selection of good quality resources.

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

The childminder fully understands her responsibility to meet the safeguarding and welfare requirements. The childminder is confident about her role in helping to keep children safe. She has a secure awareness about possible child protection concerns and of the processes to follow. She has had safeguarding training in the past and has plans to update this, to ensure her knowledge is current. The childminder risk assesses her home effectively and has a daily checklist that she uses to check the premises remain safe for children to use. For example, there is a safety catch on the cupboard under the sink in the kitchen to prevent children accessing cleaning chemicals. There are safety gates at the bottom of the stairs and at the kitchen door. The childminder informs parents well about her practices as she shares her written policies and procedures.

The childminder routinely reflects on the quality of her childminding service and demonstrates a positive capacity for continuous improvement. Since her last inspection, she has attended a number of workshops and courses to extend her childcare knowledge. These include behaviour management and food hygiene. Good progress has been made on the action and recommendations set at the last inspection. For example, the attendance record is now accurate with times recorded as children arrive and as they go.

The childminder is effectively able to meet the learning and development requirements. She is suitably monitoring children's achievements to identify any learning gaps that she may need to address. The childminder engages well with parents and encourages them to share their views through discussions or annual questionnaires. Parents comment favourably on the care their children receive and appreciate the information that the childminder shares. The daily contact books inform them how the childminder meets their child's care needs. Parents are able to access the computer programme confidentially, that the childminder uses to record observations and children's progress details. The childminder recognises a need to make better use of how parents are supporting children's learning at home. The childminder is securely aware of the importance of working in partnership with parents and others when appropriate, to support children's development.

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	EY392690
Local authority	Kent
Inspection number	844694
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	11
Name of provider	
Date of previous inspection	03/11/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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