

<b>Inspection date</b>	10/07/2014
Previous inspection date	01/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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 are developing very good communication skills as the childminder has an excellent understanding of language development and good strategies in place to support them all.
- Children play in a safe and secure environment. The childminder helps them to have a good awareness of how to play safely.
- The strong relationship children have with the childminder helps them to share their emotions and to feel safe and secure.
- The childminder has excellent relationships with others who work with the children. This enables her to meet their individual needs and to effectively support their families.
- Children are confident, happy and independent learners who are turn to the childminder for help and guidance when required.

#### **It is not yet outstanding because**

- Although parents and carers read about their children's developmental progress regularly, they are missing opportunities to contribute to them throughout their child's time with the childminder.

## 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, assistant and children.
- The inspector read parents' and carers' comments.
- The inspector sampled a range of documentation including children's records, evaluation and safeguarding procedures.

## Inspector

Karen Scott

## Full report

### Information about the setting

The childminder registered in 1999 and lives with her husband and two children in Broadstairs, Kent, close to shops, parks, schools and pre-schools. The whole ground floor and the upstairs bathroom of the childminder's house are available for childminding, with a fully enclosed garden for outdoor play. The family have two rabbits and three small bearded dragons, which are kept in a secure tank.

The childminder is registered on the Early Years Register and is currently minding four children in this age group. 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 works with an assistant. She takes and collects children to and from the local school and attends toddler groups on a regular basis. The childminder is a member of an approved childminding network. The setting receives funding for early education for children aged two, three and four-years.

### What the setting needs to do to improve further

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

- further involve parents and carers in their children's learning and development by including their input regularly.

### 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 knows the children that she cares for very well, ensuring that favourite toys and resources are always available. Children make choices about what they play with. Toys and resources are easily accessible and children know what is available. The childminder invites children to join in activities with her but lets them lead their own play. Children are supported to be independent learners as they explore and investigate their surroundings. The childminder is skilled at knowing when to interact with children and extend their learning, and when to stand back and let them lead their own play. Children have formed strong relationships and play happily alongside others and with their friends. The childminder helps children to understand turn taking and sharing. They visit toddler groups to build on their social skills. Children are developing good communication skills. They benefit from being in an environment that is rich in conversation. The childminder asks lots of questions that help children to think about what they are doing and to develop their language. Children are inquisitive and ask the childminder lots of questions which she answers carefully. This further builds on

children's knowledge and understanding. The childminder has an excellent understanding of how children develop communication and language skills. She works very closely with parents and other professionals when children require further support. She implements clear strategies so that all children make good progress. Children follow the childminder's clear instructions very well. Children are keen to share their favourite books with the childminder and each other, enjoying stories together and interacting with books. The environment is rich in the written word, helping children to understand that words have meaning.

The childminder encourages children to develop their emerging counting skills as they play, praising their efforts. They match colours and shapes as they do a jigsaw puzzle together. Children help themselves to musical instruments and explore making sounds. They enthusiastically sing action songs with the childminder, thoroughly enjoying this activity. Children play in the garden regularly, playing with ride on toys and on the slide. They are confident users of the garden toys, developing good co-ordination. They throw balls, watching the patterns that they make as they hit the ground. Children play with small toys that develop their hand and eye coordination and physical skills. They concentrate well and feel proud of their achievements. Programmable toys are easily accessible and children explore what happens when they press buttons. Children participate in imaginative play, acting out what they see adults doing. They are able to help themselves to a wealth of toys and resources provided by the childminder. Fruit, vegetables and flowers are harvested in the garden, with children taking a keen interest in their growth. Children are developing lots of knowledge about the world around them as the childminder answers their questions and draws attention to things of interest. As a result children are developing the skills needed for the next stage in their learning.

Each child has a developmental folder where the childminder keeps assessments, observations, photographs and artwork. After discussion with parents and carers the childminder ensures that there are lots of photographs as they enjoy looking at them. Parents and carers may look at their children's developmental folders whenever they wish, helping them to share in learning and development. Although they are encouraged to contribute to the folders, there are missed opportunities for parents and carers to add their own input other than praise for their children's achievements. When children start the childminder finds out their likes and dislikes so that she is able to meet their needs and help children to settle. She undertakes regular assessments so that she can see the progress children are making. The childminder uses observations and her good knowledge of the children she is caring for to make plans to extend learning in all areas of development. She is enthusiastic and shares this with children. This means children are active learners who are creative and think critically as they play. Consequently children are making good progress with their learning and development.

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

When children start the childminder works very closely with parents and carers to ensure that she is able to meet the individual needs of children. Parents supply a wealth of information that helps children to settle extremely successfully. During this time the

childminder shows a good understanding of how children are feeling and is kind and compassionate. The childminder very effectively helps children to think about how they are feeling and how others feel too. She engages them in conversation about things that are important to them and how their actions make others feel. Consequently, children are able to express how they are feeling and show great kindness towards others. They feel extremely safe and secure with the childminder who helps them to understand how to play safely, giving clear and detailed explanations to build on children's knowledge. Children are happy and very confident, flourishing in an environment that they are able to explore. Toys and resources are excellent and carefully matched to their ages and stages of development. In this way the childminder successfully extends all children's learning at their favourite activities.

High priority is given to the welfare of children and their families who appreciate the support they are given by the childminder. Children consistently behave well as they fully engage in activities and the childminder works closely with parents and other professionals to manage behaviour by agreeing supportive strategies. Children take charge of their own well-being extremely well. For example, when feeling tired children ask for comforters. They know why and when they wash hands, helping children to understand the importance of good hand washing. Children play outside daily and the childminder teaches children to understand the importance of fresh air and exercise to a healthy lifestyle. Snack time is a social occasion with children thoroughly enjoying high quality chats with the childminder. Children are very well prepared for the next steps in their learning such as when they go to pre-school. This is because the childminder gives top priority to their independence, self-help and social skills. Children are flourishing in a highly supportive environment.

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

The childminder takes positive steps to ensure that children play in a safe and secure environment. She undertakes thorough risk assessments of everything that children come into contact with, looking at the individual needs of each child and the group. She also makes sure that children are fully aware of how to stay safe. For example, she ensures her assistant is available when children want to play with water so that children can make choices about playing inside or outdoors while remaining safe. The childminder is clear about her role in safeguarding children and makes sure that parents and carers are too. She has a good understanding of the procedures to follow should she have a concern about a child in her care, making sure essential telephone numbers are easily accessible.

The childminder is keen to provide a service that continuously evolves in order to improve outcomes for children. She evaluates her setting, having a good awareness of her strengths and making plans for improvement. The views of parents and carers are valued and sought regularly, helping the childminder to make improvements. Recommendations raised at the previous inspection have been addressed which has a positive outcome on the provision. For example, the childminder provides good challenge with activities that promote learning and development across all areas, and are very suitable for the ages and

stages of development. The childminder participates in training and liaises with other childminders, sharing ideas for good practice. Assistants benefit from appraisals and guidance too. This helps the childminder to ensure that her service is evolving and children are definitely benefitting from this approach.

The childminder works very closely with other professionals to ensure that children receive the support that they require. The childminder is quick to raise any concerns with parents and carers to ensure that children receive the support that they require. Consequently, children make progress in a supportive environment, benefitting from a joined up approach. Parents and carers receive detailed and informative policies and procedures, keeping them updated about the childminder's practice. The childminder works very closely with parents and carers to ensure that children's changing needs are met. Parents and carers are very pleased with their choice of childcare. They write that children are settled, happy and making good progress.

### **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

<b>Unique reference number</b>	126740
<b>Local authority</b>	Kent
<b>Inspection number</b>	842838
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/10/2010
<b>Telephone number</b>	

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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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