

<b>Inspection date</b>	15/07/2014
Previous inspection date	11/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 supports children to develop their confidence, independence and self-help skills, preparing them very well for the next steps in their learning.
- Parents and carers are fully involved in their children's learning and development, helping children to make good progress in their learning.
- The childminder provides parents details of her policies, procedures and practice so they are fully informed about her service, therefore, helping them to feel involved.
- The childminder provides a setting that enables children to explore and investigate, learning much and making excellent progress as they play.
- High priority is given to evaluating the setting in order to improve outcomes for children. The childminder values the opinions of parents and carers to help her provide a setting that is continuously evolving.

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

- On occasion, the childminder does not give children sufficient support to help them play alongside each other, to help them play cooperatively and to manage conflict successfully.

## 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 parents views and opinions of the setting.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, suitability checks and risk assessments.

## Inspector

Karen Scott

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her husband in Ashford, Kent, close to shops, parks, schools and pre-schools. The whole of the childminder's house is available for childminding, with a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children, all of whom are in the early years age group. The childminder walks 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. The childminder receives funding for the provision of free early education for children aged two, three and four.

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

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

- build on how children are supported to manage conflict amongst themselves, thinking think about how their actions may affect others.

## Inspection judgements

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

Children enjoy a huge range of activities and play that promote learning in all areas of development. Regular visits to toddler groups help children to develop their social skills and the childminder plays games with children that generally help them to take turns and play cooperatively. The childminder is exceptionally skilled at ensuring activities are suitable for the wide range of children attending so that all can feel involved at appropriate levels. Children discuss how they are feeling and receive kindness from others when they hurt themselves, for example. Younger children benefit from playing with older children, who they mimic and learn from. The environment is rich in discussion as the childminder frequently engages children in conversation, encouraging them to explain and talk through what they are doing. Babies are beginning to develop speech as they mimic the sounds favourite toys make. When children require support to develop communication skills the childminder uses signing with them, helping children to express their needs. Children enjoy books and older children are keen to read to younger children, showing very good recollection of favourite stories. Books are easily accessible and children enjoy exploring them. There are many labels around the home, helping children to understand that words have meaning. Children are developing letter and sound recognition as they match letters and think about the sounds that they make and words that start with them, encouraged and supported by the childminder who praises their efforts. Mathematical knowledge and understanding is built on as children play. They compare the sizes of

hands and feet as they print with paint, and enjoy shape matching games.

There is plenty of space for young children to develop their mobility, crawling to toys that interest them. Climbing equipment in the garden offers children the chance to develop their physical skills and to gain confidence as they do. Children are assisted to prepare vegetables for snacks, using tools with help to create the desired effect. Art and craft is thoroughly enjoyed by all children as they explore and investigate the properties of paint and what they can create with it, expressing what they feel. Children explore and investigate as they play, being given the space, and time to do so. They move sand around the garden, exploring what happens, for example, when they mix it with water. When children are keen to look for insects in the bug house the childminder makes sure that they have resources, such as, magnifiers to build on the experience, and then helps them to explore plants and the creatures that live on them. Children learn about the cultures of their friends through fun activities. Role play toys are easily accessible and children use their imaginations to great effect, acting out scenarios together.

Each child has developmental folders where they are written and photographic observations, and examples of their artwork. The childminder makes regular observations of children, assessing their learning in all areas of development. She uses this information to make plans that will extend on children's learning. The childminder has a very good understanding of how children learn, and makes excellent plans to support them progress through the developmental stepping stones. The childminder has extremely high patience and ensures that children receive equal of her time and support. She ensures that the environment supports children to be active learners who are creative and think critically as they play. Parents and carers may look at their children's developmental folders whenever they wish. They add to them, sharing children's achievements and interests from home. The childminder also gives parents and carers ideas on how they can extend learning at home. This united approach to learning and development is supporting children to make excellent progress through the developmental stepping stones.

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

Children feel safe and secure with the childminder. Her close relationship with parents and carers helps her to ensure that children's emotional, and care needs are continuously met. This strong feeling of security enables children to feel confident and enables them to explore the setting. They know where everything is and make choices about what they play with. Toys and resources are suitable for the ages and stages of development of the children attending, and promote learning in all areas. Children thoroughly enjoy playing outside so the childminder has ensured that they are able to do so in all weathers and that a wide range of learning is available both in and outdoors. Consequently, wherever children play, they are participating in activities that promote all round learning. The environment is welcoming and bright with things of interest displayed around the room to stimulate children's learning.

Children are extremely independent and supported to develop good self-help skills and awareness of their own needs. Children take themselves to the bathroom but their

understanding of safety ensures that they always tell the childminder where they are going. Children know why and when they wash their hands. They help themselves to drinks and snacks, knowing why and when they need refreshments. The childminder helps children to think about a nutritious diet and to make healthy choices when eating. After painting their feet children move stools to a basin of water and help younger children to undertake the task, showing high levels of control and independence. Children are developing a good understanding of the importance of regular fresh air and exercise to a healthy lifestyle. Behavioural rules are pictorial, helping children to follow them and the childminder gives clear guidance about safe play. However, there are times when children require further assistance from the childminder to play cooperatively and build on their understanding of how their actions affect others. Children are very well prepared for the next steps in their learning. The childminder engages in conversation with children about starting pre-school or school, making it something not to be wary of. This helps them become emotionally well prepared for school and pre-school.

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

Children play in a safe and secure environment. The childminder undertakes regular risk assessments of everything that children come into contact with, looking at the ages and needs of the children she is caring for. She watches children as they play to ensure that they continue to be safe. For example, the childminder closes the playroom door while a young child is crawling. Visitors sign in and out and are never left alone with children. Any adults on the premises have completed suitability vetting to ensure that they are safe to be with children. The childminder has a good understanding of her role in safeguarding children, making sure that parents and carers are aware of what she will do if she has any concerns about a child in her care. The childminder implements sound strategies to help her deal with any concerns and good awareness of what might cause her concern. Policies and procedures are detailed and shared with parents and carers so that they are fully informed about the childminder's practice. There is a wealth of information available to parents and carers, to support them and to help them understand the role of a childminder. Parents and carers are very well informed.

The childminder is keen to provide a service that continuously evolves to improve outcomes for children and their families. She evaluates her practice, honestly acknowledging her strengths and where she would like to add to children's experiences. For example, she plans to help children learn more about safety through interaction with the emergency services. Recommendations for improvement raised at the previous inspection have been acted on, improving outcomes for children. For example, the childminder uses assessments to ensure that children's next steps in learning are clearly identified and used in future planning. This is helping children to make good developmental progress.

The childminder values the views and opinions of parents and carers who are invited to fill in questionnaires regularly. Parents are invited to make suggestions for improvement but questionnaires show that they are very happy with their choice of childcare. Parents and

carers write that 'the provision is excellent' and that their children are 'very happy'. Children's development is assessed to ensure that they are making suitable progress. When the childminder feels that children require further support she draws parents and carers attention to this, helping them to seek the extra support that children require. The childminder works closely with other early years settings that children attend, sharing learning and development with each other. When these other early years settings are following themes that interest children the childminder continues that learning, further building on children's knowledge and understanding. The childminder assesses what she offers children to ensure that they are enjoying a balance of interesting activities that support learning in all areas.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY297738
<b>Local authority</b>	Kent
<b>Inspection number</b>	980327
<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>	11/01/2011
<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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