

<b>Inspection date</b>	16/07/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 has good procedures in place to meet the needs of each child. This creates strong bonds between her and the children.
- The childminder provides full and flexible educational programmes for each child which considers their ages and stages of development.
- The childminder provides a good range of well-maintained quality toys for children to use. Children develop confidence as they move freely about selecting toys and equipment for themselves.
- The childminder works closely with parents and effectively engages them in their children's learning.

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

- The childminder keeps a well-maintained accident record with good descriptions of what happened and details of treatment given. However, the details are not recorded confidentially and can be read by subsequent parents.

## 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 sampled a range of documentation including children's records, safeguarding procedures, and the childminder's risk assessments.
- The inspector observed the interaction between the childminder and children.
- The inspector took account of parents' written comments about the childminding service.

## Inspector

Linda Coccia

## Full report

### Information about the setting

The childminder registered in 2013. She works from an address in Herne Bay, Kent. The ground floor of the property is the main area used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll of whom four fall within the early years age range. The childminder is available to walk or drive to local schools and preschools to take and collect children. The childminder visits a variety of other venues with children. She has a pet cat and a bearded dragon, which is kept in a tank.

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

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

- strengthen the procedures for recording accidents to children confidentially.

### Inspection judgements

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

The children enjoy their time with childminder. They are fully engaged in the wide range of activities provided by the childminder. They attend for a variety of sessions. The childminder ensures that she provides good challenges for children to help them make good progress in their learning. For example, she teaches children numbers from an early age to give them a good start with mathematical concepts. The progress records the childminder keeps for all children show they are making good progress towards the early learning goals given their ages and stages of development.

The childminder provides a good range of resources and children use the toys well. They select activities and the childminder gives them plenty of time to play and explore. They use the play phones to call mummy at work, and babies babble as they hold pretend conversations with 'nanny'. The childminder teaches children to appreciate books. They spontaneously choose their favourites and present her with them to read. They chuckle and point at the characters in the pictures and are able to say the names of some of them, prompted by the childminder. The childminder always talks to children as they play by asking them what they are doing and making suggestions to extend their play. For example, using the tea cups to give their dollies a drink after pushing them around in the buggies. In this way, the childminder teaches the children to think about the needs of others and being kind and considerate.

The childminder provides many good opportunities for physical play both indoors and outside. The toddlers pick up the hoola-hoops and mimic the actions they have seen older children perform with them. They bend their knees and wave the hoops in the air. The

childminder congratulates them on their efforts and encourages further physical play in the garden. In this way, the children learn that physical play is fun and hone their physical skills. The childminder teaches children about colours and textures by providing them with painting and sticking. This has a good impact on the children as they learn to use their imagination to create their own pictures and models. This means that the childminder's input has a good impact on children's lives as they learn skills to aid their future development.

The childminder uses all the planned activities to help children prepare for moving on to the next stage in their learning, either starting playgroup or going on to school. She ensures they are emotionally ready as she helps them develop confidence in self-care routines, socialising with others and developing their communication and mathematical skills. The childminder has a good impact on children's learning.

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

The children are happy and content at the childminder's premises. They select their own toys and activities and have plenty of time to explore them. Children move freely around in the childminder's secure environment. This helps the children develop confidence in their surroundings. The children demonstrate their confidence and motivation as they bring toys to show and interact with visitors. They demonstrate that they have a strong bond with the childminder as they return to her every so often to get cuddles and affirmation of their behaviour.

The childminder teaches children to share toys and play nicely together. Despite their young ages, the children have learnt that they must take turns in using toys and are good at offering them to each other when they are finished. The childminder's house rules are very simple which means that all children can attain them. The childminder uses good strategies such as distraction and positive reinforcement to ensure children's compliance with her rules.

The childminder has good procedures to teach children about healthy lifestyles. Although parents provide their own food for the children, the childminder talks to parents about providing healthy food in their children's lunchboxes. She talks to the children about the foods that help them grow big and strong. She plays games with them that incorporate food themes to teach them about making healthy choices. Children have many opportunities for physical play both in the garden and at local parks where they benefit from daily fresh air and exercise. This demonstrates that the children benefit from the childminder's good practice.

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

The childminder demonstrates good levels of organisation both in maintaining her required records and in using the space and activities. The childminder has a good understanding

of her role and responsibilities in safeguarding children. She ensures that all members of her family hold enhanced checks issued by the Disclosure and Barring Service. These are available for parents to see in the childminder's portfolio. The childminder has good procedures in place to refer children to the Local Safeguarding Children Board should she have concerns about them. Her procedures also include protecting children from un-vetted visitors and using passwords with relevant people who come to collect the children. The childminder carries out regular risk assessments of the premises and other venues that she visits with children. This shows that the childminder gives children's well-being and security a high priority. However, although the childminder keeps detailed records of accidents to children she does not complete separate sheets for each accident, therefore subsequent parents can read previous details. Overall, the majority of the children's records are kept in a confidential manner.

The childminder demonstrates a good understanding of the learning and development requirements. She observes children and consistently assesses their progress accurately. She provides a good range of appropriate toys and activities and compiles an interesting educational programme to meet the needs of the individual children. She has a good understanding of the importance of partnership working to support children in their development and learning. She has good procedures in place but has not had to use these yet as none of the children currently attend other settings. She does however use good strategies for partnership working with parents. She provides them with daily information about their children, both verbally and in writing. Parents report that they are extremely happy with the childminder's service and that the childminder respects their views and requests for the individual care needs for their children.

The childminder has completed a good evaluation of her service. She assessed that she was not very inventive in using the toys and changed her practice to enable children to have more choice and self-selection. She is eager to attend further training to keep abreast of current childcare practice. This shows she is able to maintain continuous improvement of her service and is able to consider the impact her practice has on the 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

<b>Unique reference number</b>	EY456660
<b>Local authority</b>	Kent
<b>Inspection number</b>	977083
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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