

Inspection date

Previous inspection date

17/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

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

- The childminder interacts constantly with the children, offering support to help ensure they are happy and enjoy what they are doing.
- The childminder provides children with a welcoming and stimulating environment, where they can make their own choices through play.
- Children make good friendships and are well supported in gaining skills in independence, particularly in their self-care, as they prepare for the next steps in their learning and development.
- The childminder works closely with her co-childminder and they successfully monitor and evaluate their practice as they strive to improve their good practice.

It is not yet outstanding because

- There is scope to extend adult-led opportunities for children to fully enhance their learning.

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 in the childminders home and garden.
- The inspector looked at children's development records, and a range of other documentation.
- The inspector took account of written views from the parents.
- The inspector discussed practice with the childminder.

Inspector

Nicola Jones

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband in Maidstone, Kent. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has one child on roll in the early year age group. The childminder is available to walk or drive to local schools to take and collect children. She is available to visit the local parent/toddler group and local childminding groups. The family has two pet dogs and one pet cat.

What the setting needs to do to improve further

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

- extend further the adult-led opportunities to fully enhance children's learning and development.

Inspection judgements

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

The childminder demonstrates a good understanding regarding children's personal, social and emotional development. By providing a range of activities children enjoy, toys and resources are clearly labelled and stored at low level, this means children are able to make their own independent choices and follow their own interests during play. The childminder is skilful in managing children's behaviour. She knows how important it is to praise children's achievements and good behaviour, which promotes their feelings of confidence and self-esteem. The childminder gives all children's well-being good attention. For example, encouraging the children to play together in a shaded area on a hot sunny day. She is also skilled in helping develop children's communication and language. She supports and encourages children's speaking, listening and understanding during play. For example, during lunchtime the childminder talks to the children about their own experiences. As children look at books she encourages them to talk about the story and recognise pictures.

There are opportunities for children to develop their physical skills every day. For example, children are able to use equipment for climbing and balancing. Children explore outdoor areas and their local community. They are able to use the garden every day, or they go with the childminder to visit local parks and walks to the school to collect older children. This gives them opportunities to be active, promoting their physical development. The childminder helps children learn to count. For example, they count out pieces of fruit at snack time.

The childminder obtains detailed information on the children's interests through regular

observation, this helps her to identify any gaps in children's learning. She provides a good level of opportunities for children to explore their own interests. However, adult-led opportunities are not always maximised to fully enhance children's learning. The childminder has discussions with the parents when they collect their children, parents are able to access their child's development records through a secure on line system.

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

The childminders home is extremely welcoming and child friendly. Children's welfare and well-being are of high priority. This means children settle into a routine well, feeling safe and secure. For example, children approach her for a cuddle in the afternoon when they are feeling tired. The childminder encourages children to be highly independent and to respond to their own needs. For example, by letting them choose the activities they wish to play with, or selecting their own fruit at snack time. The childminder works closely with parents to settle children into her care. She has meaningful discussions with parents, and uses her own observations to help her understand each child's likes, dislikes and special routines. The childminder gets to know the children very well; consequently, children make exceptional progress while in her care.

The childminder gives extremely good attention to children's health, and uses excellent strategies to teach children about healthy lifestyles. She provides the children with healthy nutritious food for meals and snacks, and children have opportunities to learn about different foods, taste and textures. This helps children learn which foods are good for them. Excellent hygiene routines are in place, so that even young children can start to understand why they have to wash their hands. This helps them prepare for when they start school.

Children learn to behave well because the childminder uses excellent strategies to manage their behaviour. She uses distraction when necessary although this is very rare. The children get on exceptional well together and share toys and equipment. The childminder implements consistent house rules which the children understand. Therefore, children behave extremely well.

The childminder has attended first aid training; as a result, she is clear about procedures to follow to treat children's minor injuries. The childminder carries out rigorous daily safety checks, to ensure the environment and resources are safe for children to use. She has extensive risk assessments in place, which she reviews yearly to ensure any hazards or risks to children are minimised.

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

The childminder has a good understanding of the learning and development, and welfare requirements and implements them well. Her clear system for observation and assessment enables her to quickly highlight any potential learning gaps and to take action if necessary.

She has all the required policies in place and records additional procedures to support her good practice. The childminder safeguards children well through robust risk assessment procedures for indoors and outdoors, and close supervision to minimise accidents. She completes accident records that parents sign, and a medication policy to ensure children only have medication which is authorised by the parents.

The childminder shares information about the children's learning and development with parents. This liaison leads to good continuity in supporting children's progress. The childminder makes a wide range of information available to parents about her service. For example, she provides in going feedback at the end of the day, parents have regular access to their child's learning records, and the childminder provides a noticeboard for parents with updated information and ongoing events. This approach keeps parent extremely well informed about the childminders service and their child's progress during their time spent at the setting.

The childminder understands the purpose of self-evaluation; she uses her experience to develop her own practice. She gathers parents' and children's views through questionnaires and observations to inform her self-evaluation processes. The childminder supports children's individual learning needs through ongoing activities. The childminder carries out written summaries on the children's progress between the ages of two and three.

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	EY443879
Local authority	Kent
Inspection number	884567
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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