

Inspection date	30/07/2014
Previous inspection date	22/11/2010

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 provides a broad range of interesting activities for the children that challenge them at appropriate levels so they make good progress.
- The childminder's home is welcoming, child friendly and organised so children can choose what to do and where to do it.
- The childminder is a good role model for how to behave calmly and respectfully.
- Children spend lots of time outdoors so they learn to enjoy being and feeling healthy.

It is not yet outstanding because

- Parents are not fully encouraged to contribute to children's development reviews so their progress at home can be incorporated.
- Some resources are not well organised to encourage children to explore them and make full use of what is available.

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 garden, conservatory and lounge.
- The inspector had discussions with the childminder, her assistant and the children.
- The inspector sampled a range of documentation including children's records, risk assessments, and planning.
- The inspector undertook a joint observation with the childminder of her assistant interacting with the children.

Inspector

Jill Steer

Full report

Information about the setting

The childminder is currently minding six children in the early years age range and four children before and after school. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local schools and attends several toddler groups on a regular basis. She is currently in receipt of funding for free early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- further encourage parents to contribute their views on children's progress

- improve the storage of all resources so children can clearly see and find what they want to play with.

Inspection judgements

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

Children have many opportunities to choose what they do in the childminder's care. She bases her planning on whatever the children are interested in so they learn well from the experiences. For example, when children show an interest in the childminder's baby tortoise and water dragon, they each make their own collage copy of the animals and do research to find out about them. The childminder displays the children's creations to create an interest area and for them to feel pride in their achievements. She plans relevant outings such as to a local dinosaur park to extend the learning and challenges for the children. While playing in the garden, the children looked at the toy dinosaurs and some matched them to the images of those on a poster, carefully studying the similarities to find the right one. The childminder and her assistant quickly took advantage of the children's interest in matching things and provided a game for matching and comparing a variety of objects. This enables them to introduce terminology and language to help children understand position, colour and quantity.

Parents tell the childminder what their children can already do when they first start and complete an All about me form with details of their interests and preferences. The childminder then observes the children continuously to record and track their learning and progress. She then plans activities that challenge each child at their own level so they continue to make good progress. The childminder shares her six-monthly record of achievement with the parents so they can see how their children are progressing in all

seven areas of learning. However, the childminder does not encourage parents to contribute their comments of how their children have progressed at home to complement and compare their development. The childminder completes the progress check at age two years to identify any children who are not achieving as well as expected. This enables her to arrange additional support to help them catch up before starting school. The childminder includes the outdoor area effectively in her planning so those children who prefer to be active can spend more time learning outside. The children select their preferred resources, which they take outside to enjoy including books. During outdoor play, the childminder's assistant sat on the ground with the children, inviting any to listen to the story who wanted to. The children said 'I love this story' as she read to them, asked them questions about it and gave explanations to help them understand, such as telling them what a thunderbolt is. Both the childminder and her assistant support children's play and learning well; they understand how children learn and know when to join in and when to let children experiment and try things for themselves. They are always on hand to offer advice and support so children achieve things for themselves.

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

The childminder takes time to help children settle in with her. They visit for a few short sessions until they are happy for their parents to leave them. The childminder and her assistant are both always present so the children get to know them equally well and develop fond relationships with them. As they were playing, the children demonstrated they felt safe as they confidently moved around the childminder's home, helping themselves to whatever they wanted to play with. They readily approached the childminder or her assistant for affection, conversation or support, showing how settled they are. Most resources are stored in the conservatory in a selection of storage drawers so children can see what they want and independently find things. However, some resources are kept in large toy boxes so are all mixed up and not easy for children to sort through. Children can play outside whenever they want and do so often. The childminder also takes them on local outings so children learn to enjoy the local community and accept being active as a routine part of their day. The childminder provides all the children's snacks and meals from healthy ingredients. They eat lots of fresh fruit and raw vegetables for snacks and lunch, discussing why it is healthy and what foods they like. The childminder makes mealtimes friendly and sociable so many discussions take place, mainly around healthy eating so children are encouraged to eat the right things.

Children behave well and the childminder is calm, setting a good example for managing feelings and being respectful. She explains to children what might happen if they do not do things the right way. For example, while outside, the children tipped the pedal car up and the childminder explained that it might hit their faces and hurt them. The children thought shortly about this information, before putting it straight and pushing it on the ground, showing they understood and are learning how to play safely. She treats every child as an individual, encouraging them to make friends and be sociable by attending local groups in preparation for being in a class of other children when they go to school. The childminder makes sure children can manage their own personal needs such as dressing, doing up buttons and putting on shoes. She talks to them about the older

children enjoying school when they collect them, so they look forward to going when it is their turn.

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

The childminder has familiarised herself with the requirements of the Early Years Foundation Stage framework so she can effectively meet children's learning, development and welfare needs. She has consistently improved her practice through training, support and her desire to provide good quality care. The childminder works closely with her assistant, encouraging her to improve her skills through ongoing training. She readily sought support and advice to address the recommendations set at her last inspection and very quickly made adjustments so children receive ongoing, good quality care. The childminder reviews and updates her systems for planning and assessing children so she can effectively track children's progress. She reflects on her practice and seeks the views of the parents. They are very happy with her, saying she is caring and provides a well-resourced home-from-home environment. The childminder knows her strengths and how she can improve so children are safe and well cared for.

The childminder shares information with parents every day, either through discuss when the leave and collect their children or on the telephone. She happily calls parents during the evening when they have more time to talk about the children. The childminder shares the children's develop records with parents so they are involved in their learning as well as any other settings the children attend. This enables a supportive framework for children to develop and progress well. The childminder works hard so that children are happy in her care and enjoy finding out things so they move on to school enthusiastic to learn and make good progress in their education as confident and happy individuals.

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	156770
Local authority	Kent
Inspection number	843223
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	22/11/2010
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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