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| Inspection date | 06/08/2014 |
| Previous inspection date | Not Applicable |

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|----------------------------------------------------------------------------------------|-------------------------|----------------|
| 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 | | 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 plans exciting and appropriately challenging activities, which support the learning needs of all the children.
- Children are happy and keen to learn because activities reflect their specific interests.
- The childminder constantly talks to children and engages in their play, which helps to consolidate their learning and develop their language and communication skills.
- The childminder has positive relationships with parents and shares information regularly. This supports children to make good progress.
- The childminder has strong links with outside professionals. Consequently, she meets individual children's needs well.

It is not yet outstanding because

- The focus on planned learning means that the childminder sometimes misses opportunities to extend children's knowledge in other areas.
- The childminder does not provide sufficient support to teach children how to keep themselves healthy.

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 held discussions with the childminder.
- The inspector observed the children.
- The inspector observed the childminder interacting with the children.
- The inspector examined a sample of relevant documentation.
- The inspector viewed the area of the premises used by the children.
- The inspector spoke to parents to obtain their views.

Inspector

Lucy Newman

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and three children in Tunbridge Wells, Kent. The childminder uses the downstairs area and an upstairs bedroom of the house for childminding, with a garden for outside play. The childminder has a dog, which she keeps separate from the children during childminding hours.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder's home is close to public transport, schools, shops, parks and other amenities. The childminder provides childcare all year round including weekends. Currently there are two children in the early years range on roll. The childminder currently supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise opportunities to extend children's learning through incidental and unplanned activities

- support children to develop a better understanding of how to keep healthy.

Inspection judgements

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

The childminder plans daily activities based on children's interests. Children are therefore happy and keen to join in and learn. For example, the children particularly enjoy being outside. The childminder uses the children's interests to plan trips to the local nature reserve so children can hunt for bugs, make bark rubbings and bring back natural 'treasures' to make a collage. The childminder ensures she plans learning to cover all areas of children's development. This means that all children make good progress in their learning.

The quality of teaching is good. The childminder uses praise and open-ended questions to help children solve problems and learn. Children are able to explore activities and develop their own ideas. During the inspection, the childminder read the children a 'rainbow fish' story. This sparked their interest in water play; the children extended their play by transporting sand to create a beach. This supported the children's interests as they became involved in their learning. The childminder strengthens children's learning as they talk about their play. Occasionally the childminder's focus on a planned activity misses

opportunities to extend children's learning. For example, a child placed a flower 'head down' in a cup so that it could 'have a drink'. The childminder missed an opportunity to extend the children's learning because she focused on the planned activity to count the flowers.

The childminder is skilful at developing children's communication and language skills. This benefits all children including those learning English as an additional language. The childminder uses signing and visual symbols with speech. She talks to the children while they play and introduces new words to extend their vocabulary. The childminder plays with the children and encourages them to develop their social skills. The childminder helps children to recognise and name their emotions. She uses stories to support children's learning in this area. The childminder provides lots of opportunities for children to practise physical skills and to be active. This ensures children have the key skills they need to make good progress in their learning now and in the future.

Communication with parents is good. The childminder asks parents to provide information on their child's development and interests before they start. The childminder uses this to plan appropriate and interesting activities. She keeps a daily diary for individual children to track their progress. The childminder uses email and/or texts for parents who prefer this to share updates. Parents are able to continue their children's learning at home. This helps to ensure all children make good progress.

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

The childminder has strong relationships with the children. This means children settle well and play happily and independently. They look towards her for reassurance, ask for help and invite her into their play. Parents report that their children are 'happy' and that the childminder is 'caring', 'friendly' and 'approachable'.

The childminder has an excellent system for supporting children's well-being when they start. She visits children and their families in their own homes as well as inviting them to play at her house. Therefore, children can gradually become familiar with her and the setting. The frequency of these visits is personalised for each child and family. Consequently, children feel secure and safe with the childminder before they start as they have already begun to form an emotional bond with her. It also helps the childminder to build up a trusting and positive relationship with parents.

Behaviour management is good. The childminder displays age-appropriate house rules at child height in pictures and words. She gently reminds children of these, for example, that they need to sit down to eat. The childminder supports children to make positive choices. For example, the childminder uses a song to pre-warn the children that a particular activity will soon be finishing and then give lots of praise when they help to tidy up. This helps the children to understand what the childminder expects of them, which supports them to develop self-control and an awareness of the needs of others.

The childminder understands how to keep children safe. The childminder has carried out

risk assessments of the premises, activities and planned outings. She has a good knowledge of child protection issues and knows the procedures to follow if she has any concerns about a child's well-being. The childminder provides healthy food and water is freely available. She helps children to develop the skills they need to become independent. They are encouraged to manage their own personal needs, such as, washing their hands before snack. The childminder does not fully support children's understanding of how to keep healthy. She has identified this as an area for improvement. The childminder promotes children's physical health by encourages them to be physically active.

The setting is comfortable and welcoming. The childminder softens the play area with cushions, rugs and cosy spaces. This helps children to feel secure and promotes their emotional well-being. Children develop their independence; they make choices about what to play with because the toys are attractively presented and easily accessible. The thoughtful range of resources and learning experiences support children's all-round development.

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

The childminder has a good understanding of how children learn. She keeps a learning record for each child so she can check the progress children are making. This helps the childminder to plan appropriate activities and experiences to support children and enhance their learning. Parents are encouraged to share information about their children on an on-going basis and this is included in the records. The childminder assesses children's progress based on her own and parents observations. The records show that the children are making good progress in their learning.

The childminder works closely with parents to ensure she meets all children's needs. For example, the childminder closely monitors children learning English as an additional language to support and help them make progress. The childminder plans appropriately challenging activities to support the children's learning in all areas alongside additional opportunities for children to learn English before starting school.

The childminder is aware of her legal responsibilities under the Early Years Foundation Stage. All relevant policies and procedures are in place and shared with parents. This means the childminder has a clear structure for how she runs her service. The childminder has a system for self-evaluating her practice, including feedback from parents. She is part of a local childminding group and receives support from the local authority. She has recently completed further professional training to improve her knowledge, understanding and practice. This helps her to make positive changes to the service she offers, which benefits children and their families.

The childminder recognises the importance of working with parents and other providers so that she can quickly identify and meet the children's needs. She regularly shares information regarding children's progress both verbally and through a daily diary so that learning can continue outside of the setting. The childminder works closely with other

professionals. For example, with the local authority English as an additional language team, to make sure children receive the support they need.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY475855 |
| Local authority | Kent |
| Inspection number | 967157 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| 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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