

<b>Inspection date</b>	12/08/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 quality of teaching is good because the childminder effectively supports and extends children's learning. She encourages children to explore and make choices in their play.
- Children behave well. They are happy and engaged in their play, and have fond friendships with each other and the childminder.
- The childminder has organised her home to be welcoming, safe, and encourage children's independence.

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

- On occasions, the childminder plans activities that engage older children more than the younger ones.
- The childminder does not always encourage babies' communication to develop by responding to their babbling due to the demands of other children.

## 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 children taking part in a range of activities both indoors and outside.
- The inspector sampled a range of documentation including children's records, policies and the childminder's self-evaluation.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector gained the views of parents from the childminder's questionnaires.

## Inspector

Jill Steer

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and two early years age children in the Borough Green area of Sevenoaks, Kent, close to shops, parks, schools and public transport links. The whole of the childminder's home is available for childminding, with the exception of two bedrooms. There is a garden for outdoor play. She has two cats and some fish. The childminder is currently minding one child in the early years age range and two children 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 school and attends several toddler groups on a regular basis.

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

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

- strengthen the organisation of activities so they are equally engaging for all children
- repeat babies' babbling more consistently to encourage early sounds and word formation.

### Inspection judgements

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

The childminder involves the children's parents in the planning for their developmental progress from the beginning of their relationship. She spends time with them finding out what children like to do and can already do at home, and then makes her own observations and assessments. This gives her a starting point for each child to plan suitable activities for them. The childminder continues to regularly observe the children, recording all their milestones and achievements. At regular intervals, the childminder reviews the children's progress with their parents, so they can update the details of children's changing interests and progress both at home and in the childminder's care. These strong partnerships mean children's care and learning is consistent and effective in supporting their progress well. The childminder bases much of her planning and activities on children's current interests and abilities. For example, when they are interested in dinosaurs, she cleverly shows the children how to put some in water in containers in the freezer. The next day children were delighted to find they had frozen and the childminder skilfully prompted them to solve many problems. Firstly, how to get the ice blocks from the containers, the children turned them over and tapped them or held them in their warm hands to get them out. Then the childminder let them experiment with how to break the ice and get to the dinosaurs and other items they had frozen. She asked leading questions that made the children try for themselves and enticed babies to explore the ice. They

tentatively touched the ice and the childminder talked about it being cold and smooth, introducing new language. However, the activity was far more interesting for the older children who learnt and experimented with the ice, than the babies who lost interest in touching the slippery substance.

The childminder talks continuously to children. She asks challenging questions, and introduces language and concepts so children engage in conversations and learn new words. However, the childminder does not always respond to babies' babbling to encourage their increasing acquisition of language because she is often distracted by the other children. The childminder knows how children learn and provides experiences that cover all the areas of learning. For example, she gave babies a set of treasure baskets to explore that enticed them to touch and feel the variety of textures. Babies instinctively put things to their mouths and the childminder tempted them to explore further by suggesting they touch and feel wooden, metal and natural items. Then she invited them to listen to and look at coloured bottled shakers, talking about them continuously so children hear a variety of language. This means babies hear about things in the natural world, mathematical terms and how to be creative. The childminder encourages children and babies' physical development well as she encourages them to gain control of their bodies. She gives babies time on play mats on the floor so they can practise getting in the crawling position with attractive resources nearby to reach for. Children are very happy with the childminder. They thoroughly enjoy getting involved in the imaginative activities she provides that help them continuously learn at their own pace and through things that interest them.

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

Children settle well with the childminder as she spends time with them and their parents getting to know each other. She finds out as much as she can about the children's routines and abilities so she can closely match the care they receive at home. The childminder asks for photographs of the key people and pets in each child's lives. She makes a book with them so the children can look at them and talk about them for pleasure or reassurance at any time. This also helps children develop their conversational skills. The childminder knows how to prepare children to move on to school when the time comes. She makes sure they are confident to ask for help and to manage their own personal care needs, such as putting on and doing up their own clothes and shoes. The childminder has house rules that help children learn acceptable behaviour and form a basis for how to behave. They are extremely considerate and cooperate well with each other. The older children enjoy supporting the babies and younger children, being gentle and interested in what they are doing. For example, they equally enjoy the interesting treasure baskets and show the babies how to shake the pretty bottles.

The childminder devotes her time to the children so they are confident to explore the resources in her home, knowing she is there for support when they need her. Children freely move from indoors to outside. They go into the playroom for toys or to the childminder's lounge to sit quietly with puzzles and games when they recognise they need to rest. Children can easily find the toys they need for their games, as there is a well-

stocked playroom with containers labelled in pictures and text of the contents. The childminder follows babies' home care routines for continuity so they eat and sleep at the same time. Although this means they may be fed earlier than older children, they play in the same room so are included in their mealtime. Older children sit at the table to eat the healthy, home cooked food. Children know they must sit down to eat and to wait for everyone else. The childminder reminds them of safety matters when necessary so they remain safe. For example, she suggests it is best not to throw the hard ice to break it as it could hit someone. Children spend as much time outside as they like so they are very active. The childminder takes children out on regular outings locally so babies grow up learning that fresh air and active play are part of their daily, healthy lifestyles.

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

The childminder has taken the time to evaluate her practice from the first day and adapted her provision when she has identified the need. For example, she has amended her tracking system of children's progress to improve how she identifies their next steps. The childminder has asked parents and older children to complete questionnaires, giving their views on her provision in its early days. Parents report they are happy with the amount of information they are getting about their children's daily activities. They also like the support and partnerships they have with the childminder for addressing their young children's development in areas such as weaning and sleep routines. Children's responses show they are very happy with everything and like suggesting places they want to go to in the school holidays. The childminder shares information with parents every day both verbally and by using a contact book, which parents say they love. As part of her plans to develop her practice, the childminder has made a popular suggestion to parents also communicating through a social network page, which will provide an additional means for them to communicate with each other.

The childminder is very clear about her role and responsibility for effectively delivering the requirements of the learning and development requirements as well as the safeguarding and welfare requirements. She has compiled a set of detailed, written policies, which she shares with parents to specify how operates. These include a policy for safeguarding children. The childminder is knowledgeable about possible signs that children may be at risk and has all the contact details to hand to report her concerns and protect children. The childminder trained as a paediatric nurse and previously worked in a nursery so has suitable and relevant experience of providing good care and learning for all children. Her calm demeanour and attention to detail results in children receiving fun learning experiences tailored to meet their individual needs. This means children become inquisitive and eager learners at the beginning of their educational journeys.

### **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

<b>Unique reference number</b>	EY474427
<b>Local authority</b>	Kent
<b>Inspection number</b>	961033
<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>	4
<b>Number of children on roll</b>	3
<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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