

Inspection date

18/08/2014

Previous inspection date

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 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 is kind, caring and supportive. As a result, children settle easily and feel at home in the friendly, and welcoming, environment.
- The childminder plans and provides a wide variety of challenging activities and interesting outings that help extend children's learning.
- The childminder keeps parents well informed about children's progress and involves them in supporting learning at home.
- The childminder provides good support for children learning English as an additional language. As a result, children are making good progress in relation to their initial interests and abilities.

It is not yet outstanding because

- The childminder provides a variety of sensory activities, which children thoroughly enjoy. However, she has not fully extended the range of unusual and interesting materials to further support children's exploration of different textures.

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 indoors.
- The inspector discussed childcare practices with the childminder.
- The inspector sampled children's learning records and other relevant documentation.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2014. She lives with her husband and three children. They live in part of a converted school in Ashford, Kent. The childminder's home is near to schools, shops, parks and public transport. The majority of the ground floor of the property and a first floor bedroom are used for childminding. There are some steps leading to the front door. There is no outdoor area, so the childminder takes children on daily outings. The childminder offers overnight care for one child.

The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. The childminder offers care to children aged up to 11 years. She attends local toddler groups on a regular basis. The childminder cares for children who are learning 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:

- increase the range of natural resources and interesting materials that encourage children to explore using their senses.

Inspection judgements

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

The childminder works closely with new parents to help settle children in. She gains plenty of helpful information from them about their child's interests and abilities. This enables the childminder to successfully meet children's needs and provide resources that reflect their interests. As a result, children quickly feel at home and enjoy the activities provided. They concentrate well and spend a long time playing with their favourite toys. The childminder makes good use of children's interests to extend their play across all areas of learning. For example, some children like cars, so she provides opportunities for them to play with vehicles in the cornflour. This supports children in developing good physical skills as they handle small toys and make marks with the wheels. The childminder extends their play further by providing additional resources for them to use. She provides a variety of resources for children to explore and investigate, and discuss. However, she provides fewer opportunities for them to explore different natural materials and textures. This means children have less opportunity to investigate, using their senses.

The childminder interacts well with children and competently supports their developing language skills. She actively promotes children's home languages, as well as developing their spoken English. The childminder makes good use of singing to promote the language

skills of those children learning English as an additional language. Young children showed a good understanding of English as they did the actions to the songs. The childminder encouraged children to repeat new words and supported them in forming sentences. She praised their achievements and, as a result, children were keen to respond with other words.

The childminder has good systems for observing and assessing children. She effectively tracks their progress and competently identifies learning priorities. The childminder successfully plans activities based around the learning priorities and children's current interests. This results in children being engaged and motivated to learn. The childminder is well focused on narrowing any gaps in children's learning. As a result, children are making good progress in relation to their initial interests and capabilities. The childminder shares her assessments and the next steps for children's learning with parents. She gains their input and ideas when planning further activities. This results in very positive partnerships with parents that contribute to children's continuing progress.

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

The childminder creates a safe, relaxed environment where children feel safe and secure. As a result, children move around confidently and independently. The childminder makes the environment interesting, with pictures and posters. She also displays children's art work and this gives children a strong sense of belonging, and helps promote their self esteem. The childminder organises the room and resources effectively so that the majority of the stimulating resources are easily accessible to children. This enables children to make their own choices and initiate their own play. They become active learners and develop the skills they need to support future learning.

The childminder is calm and caring. She forms strong emotional bonds with children. As a result, children respond well to her and enjoy playing with her. They confidently separate from their parents when they arrive and show they feel content and happy. Children play well together and on their own. The childminder deals calmly and sensitively with any disputes or incidents. She helps children develop a good understanding of what is acceptable behaviour. This supports their increasing ability to respect others and to form good relationships with their friends.

The childminder effectively promotes children's understanding of the need for healthy lifestyles. Children adopt good personal hygiene practices, such as washing their hands after they have been playing in the cornflour. They enjoy the healthy meals and snacks the childminder prepares. The childminder takes children on daily outings where they enjoy fresh air and exercise. She takes them to various interesting places so that children extend their understanding of the wider world and nature. The childminder teaches them about how to stay safe on outings and in the home. For example, children develop a good awareness of what to do in the event of an emergency in the home, because they regularly practise emergency evacuation procedures.

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

The childminder shows a good knowledge and understanding of the safeguarding and welfare requirements. She has all the required documentation in place. She uses her records effectively with parents to help promote children's safety and welfare. The childminder carries out robust safety checks on her home and on outings. These enable her to keep children safe. The childminder has a good understanding of safeguarding procedures and how to promote children's well-being. She has robust procedures to follow if she has any child protection concerns.

The childminder forms good working relationships with parents. She consults with them regularly and makes sure she is respecting their wishes. The childminder competently takes into account children's home backgrounds and lifestyles, when planning her childcare and educational programme. She has good systems in place for working with different agencies and other settings, as needed, to support children and meet their individual needs.

The childminder is in the early stages of her childminding career, but has begun to effectively evaluate her practices and the educational programmes. She has been making good use of advice and support from the local authority to improve her practices. For example, she has improved her system of observation so that it is more effective. The childminder regularly reviews her resources to make sure they are challenging and interesting for the children she is minding. She has carried out a robust audit that has enabled her to thoroughly review her practices, and make sure that she is meeting the legal requirements with regard to children's welfare and learning. She is keen to access further training to help improve her knowledge and skills. The childminder shows a strong capacity to continue to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY474974
Local authority	Kent
Inspection number	956412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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