

Inspection date	16/09/2014
Previous inspection date	08/06/2011

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 is friendly and welcoming; her nurturing approach helps children settle quickly, forming secure bonds that fully support their emotional well-being.
- Children make good progress as the childminder assesses their individual learning needs accurately and meets these well.
- Effective communication with parents means that they are well informed and take an active role in their child's learning.
- The childminder's self-evaluation system is progressing and shows the areas where the setting would benefit from further development.

It is not yet outstanding because

- On occasions the childminder is not as consistent in talking to the children about how others are feeling and how to comfort and help them.

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 spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector discussed risk assessments with the childminder and inspected all areas of the premises.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector spoke with the childminder about her evaluation of the provision.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

The childminder registered in 1995. She lives with her husband, two adult children and three school age children in Ashford, Kent. The whole ground floor of the childminder's house is used for childminding including the bathroom. There is an enclosed garden for outside play. The family has a pet rabbit. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age group. The childminder attends the local toddler groups and childminding group and is situated close to public transport links, schools, shops, parks and other amenities. The childminder has a level 3 in childcare.

What the setting needs to do to improve further

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

- further support children's awareness of their own behaviour by talking with them about their feelings and those of others.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses a child development guide to assist her in assessing children's starting points and notes the progress they make. This enables her to identify and plan for the next stages of their learning. The systems she has in place helps her identify any gaps in children's learning to address in her planning. Arrangements for parents to share information about their child's achievements at home in order to develop a partnership approach to children's learning are effective. The childminder understands to complete the progress checks for two-year-old children, which she will share with the parents.

Children are confident and settled in the childminder's home. They chatted to the childminder about what they were doing, informing her about looking at the cars and lorry's in the box. The childminder shows interest in what the children are saying and uses open-ended questioning to help develop children's vocabulary and understanding. The childminder repeats words the children say, reinforcing their understanding and supporting their communication skills. The childminder provides a good range of books on cushions on the floor for children to enjoy. They select familiar books and often ask the childminder to read to them. This enhances children's literacy skills.

Children thoroughly enjoyed playing with the sand and toys in the garden. For example,

they walked around finding out where all the mini beast pictures were hiding in the garden and there was great hilarity and excitement when they found a picture. There was great amusement from both the childminder and children when they blew bubbles. Each courteous to each other ensuring they take turns. The childminder uses mathematical language such as 'small' or 'tall' in everyday conversation. Pictures on display show that children explore the varied art and craft activities that the childminder provides. The childminder is able to show she has a wide variety of toys and resources, promoting all the learning areas.

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

The childminder provides a welcoming, caring environment where children settle well. She provides settling-in sessions for new children and obtains information about their individual needs. This enables her to promote children's well-being and provide suitable activities for each individual child. Children move around the childminder's home freely, making choices about what to play with or giving requests to the childminder. The childminder encourages children to be independent, including learning how to wash their own hands for personal care and after digging in the mud kitchen in the garden. Consequently, children are content and are able to build good attachments with the childminder.

Children are starting to learn how to keep themselves safe in the home as the childminder explains the dangers of climbing on the arm of the sofa or reminds them to sit on the chair at snack time. She provides a varied selection of age-appropriate toys and resources to meet the needs and interests of all the children attending. All toys are in good condition and organised well in different areas of the house and in storage containers for the children to reach. Children behave well, with gentle reminders from the childminder about saying 'please' and 'thank you'. The childminder is calm in her approach and offers praise and encouragement to the children as they play, helping them to understand what good behaviour means. However, there are times when young children require further assistance from the childminder to play cooperatively and build on their understanding of their feelings and those of others.

The childminder provides healthy meals for the children. She enquires about children's dietary needs and allergies when they start in her care to ensure she can meet their needs. As well as their meals, children receive healthy snacks from the childminder, such as raisins, bananas, strawberries and cucumber. Children have access to their drinks and enjoy daily opportunities for outdoor play in all weathers to promote a healthy lifestyle.

The childminder shows a good understanding about supporting children to acquire skills ready for their move to nursery or school. She supports their independence with toileting and in putting on shoes and boots. She offers children regular opportunities to mix with other children to learn social skills, to build friendships and to learn about sharing and turn taking.

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

The childminder shows that she has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She has a well-written safeguarding policy and related procedures to protect children while they are in her care. The documentation shows that the childminder carries out regular risk assessments both inside and out in the community. The childminder follows good safety measures regarding the use of mobile phones and cameras, as part of her ongoing safeguarding measures to protect children. The childminder uses a broad range of written policies and procedures, which are up to date and shared with parents so they understand how she cares for their children.

The childminder has a current paediatric first aid certificate, giving her the knowledge required to deal with minor injuries. The childminder has a policy in place for the administration of medicines. She makes certain she obtains the required consents from parents so that she cares for children fully in line with their wishes. If the childminder administers medicines during the day, she asks parents to check and countersign the forms. This helps her safeguard and promote the good health and well-being of children.

The childminder has strong partnerships with parents to support the care and education of each child in her care. The childminder shares information about the children's learning with the parents. She takes time to verbally discuss what children have done, as well as through the care diaries. Parents view the children's learning files and are actively involved in their children's development. The childminder is fully committed to maintaining and driving improvement in the quality of her provision for children and their families. The written evaluation of the service that the childminders provide is reflective and takes account of the views of others. The focus is on how they suitably support children's care and learning. This demonstrates a positive capacity to improve.

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

Unique reference number	126640
Local authority	Kent
Inspection number	842835
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	08/06/2011
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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