

## Inspection date

Previous inspection date

10/10/2014

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

- Children benefit from a well-equipped learning environment where they can be active learners.
- The childminder rebuilds very effective partnerships with parents and others, which provides children with a high level of consistent support.
- Children benefit from warm and attentive care, as the childminder and her assistant are very thoughtful and work very effectively together.
- The childminder is very experienced in supporting children's learning and development which helps them to make good progress in their development.

### It is not yet outstanding because

- Sometimes the childminder does not fully support children's independence in making choices or pursuing their own play ideas.

## 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 at play in the childminder's home.
- The inspector examined a range of documentation.
- The inspector and childminder carried out a joint observation.

## Inspector

Susan McCourt

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband and children in Maidstone, Kent. The whole of the ground floor is used for minding children. There is a fully enclosed garden for outside play. The childminder receives funding for free early years education for children aged three and four. The childminder drives to local schools to take and collect children. The family has a pet dog. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance children's independence in play by offering choices and supporting them to explore materials in their own way.

### 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 how to meet the learning and development requirements. She works with her assistant to provide a broad and balanced curriculum which covers all areas of learning. Children benefit from high levels of attention and enjoy their play. The childminder and her assistant are alongside children at all times, bringing out a wide range of learning opportunities. As a result, children make good progress given their starting points and capabilities.

The childminder has good teaching skills. Children choose activities and play equipment and the childminder plays with children, talking with them as they play. The childminder asks questions to help children think about what they are doing, so that they can identify the sky or sea in a picture puzzle. When children complete puzzles, she asks them to consider where an animal would have a tail, to help the child decide where pieces go. This helps children to match shapes and pictures and consolidates their growing vocabulary. With babies, the childminder pays great attention to what they are looking at and talking about it. The childminder talks about the rain outside and the toys, so babies hear words in context and enjoy conversational play as they vocalise back to the childminder. The childminder's assistant also plays alongside children, joining in with role play such as being at the hairdressers. The assistant shows children how toys work so that they can play independently. Children enjoy the stories and songs she shares with them and have great fun joining in. The childminder supports children's self-initiated play and extends children's learning by naming shapes and colours. On occasion however, the childminder takes over some decisions. For example, she asks children if they want to take cups and plates to the play kitchen, instead of asking what the children would like to take. This does not fully

support children's choices. Children enjoy a wide range of messy play and craft activities such as foam play, painting and sticking with play-maize. Occasionally the childminder is overly directive, which stops children from exploring materials in their own way.

The childminder works closely with parents to establish children's starting points. She makes frequent observations of children's achievements and talks with her assistant to plan activities which will meet children's next steps. The childminder relates children's achievements to their expected levels of development using an online system. Parents have individual access to their child's online record and can add to the record at any time, as well as see the observations made. This supports a strong partnership approach. The childminder draws on the observations and achievements when writing the progress check at age two and other summary reviews. She meets with parents to discuss children's progress and devise shared strategies to promote children's development. The childminder shares all this information with her assistant to make sure that children enjoy good levels of consistent care. As a result, children make good progress in their learning.

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

The childminder is a very effective key person for minded children. She works closely with parents to agree a settling-in procedure which is flexible for each family. For example, some parents settle their children in over a period of a month, others can choose shorter time frames. In this way, parents are reassured that their child is well-settled and confident to separate. The childminder works closely with her assistant to make sure they can both meet the child's care needs. As a result, children and babies are contented and enjoy good quality care. The childminder has created a strong learning environment. She has a dedicated playroom where a wide range of play equipment is available at child-height. Even babies can easily reach appropriate toys, and older children benefit from seeing boxes labelled with words and pictures to help them identify the contents. The childminder is developing her outdoor play environment to cover all aspects of the curriculum. For example, children can enjoy role play in the playhouse, and learn about their natural environment.

The childminder supports children well to adopt healthy lifestyles. She provides a good range of healthy snack and meal options, giving children choices so that they can also help decide what to eat. As a result, children enjoy their food and eat well. Mealtimes are social occasions and the childminder and assistant sit and talk with children as they eat. This creates a relaxed atmosphere. The childminder supports children's good hygiene routines by making sure they wash their hands before eating and after using the toilet. Play areas are very clean, and the childminder takes effective action to minimise the risk of cross-infection. Children benefit from a wide variety of physical activities to support their growth and development. Children develop their small muscle control as they balance blocks and use paintbrushes or pencils. Babies pull themselves up on low furniture and enjoy crawling and reaching for interesting toys. All children play with technological toys which play music and develop their hand-eye coordination. Children play outdoors in the fresh air each day and have appropriate clothing for all weathers. The childminder supports children to behave safely such as by explaining what might happen. In this way,

children learn how to manage their personal safety.

Children are well-behaved. They are always involved in purposeful play, which keeps them engaged and active. Children learn how to take turns and cooperate in their play because the childminder and her assistant encourage and praise children for doing so. The childminder has a good range of techniques to distract children or encourage good behaviour. For example, she may offer choices, or give stickers for specific behaviours. Overall, this means that children acquire good skills for their future learning.

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

The childminder has a good understanding of how to meet the safeguarding and welfare requirements. She has comprehensive safeguarding policies to guide her should she have any concerns about the welfare of a child. The childminder keeps up to date with child protection issues by attending refresher training. She makes sure that parents are aware of her duties and responsibilities by sharing her policies with them. She has ensured that her assistant has completed all the required suitability checks and has the required qualifications to have sole care of children. Parents are informed of this and give their consent for sole care. The childminder has made a robust risk assessment of her home, garden and outings, which helps her to identify and address any hazards to children. The childminder has a very professional approach to documentation and records, and this underpins children's well-being.

The childminder is very experienced and has a level three qualification. She has also worked at senior level in other day care settings which gives her a good depth of knowledge and understanding of her work. The childminder reflects on her provision and evaluates her work using her professional experience. She takes into account the views of parents and children, and works with her assistant to devise well-targeted action plans to bring about improvements. For example, in response to a parent's request, she provides menus further in advance. She also identifies equipment which will enhance the provision, such as developing the garden. The childminder works alongside her assistant in all aspects of the work and demonstrates a good understanding of her strengths and areas for development. For example, the childminder is supporting her assistant to use published guidance to note children's achievements and devise next steps. In this way, the childminder brings about improvements for the benefit of children.

The childminder builds a strong partnership with parents. She shares information verbally, in writing and online so that parents have a wide range of opportunities to keep up to date with children's care and progress. The childminder works flexibly to meet individual family's needs and gives them support over issues such as ideas to support children's play at home. The childminder meets with parents regularly to share details of children's learning, and encourages them to add their own information to the online record system. The childminder has a very good understanding of how to work in partnership with other professionals. Where children have attended other day care settings, she initiates contact to work with the key person to share information and provide consistent care. The

childminder makes written notes of information from schools so that parents have exact feedback. She also works with other professionals where children have additional needs so that she knows exactly how to support the family with consistent care.

### **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>	EY395592
<b>Local authority</b>	Kent
<b>Inspection number</b>	888414
<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>	6
<b>Number of children on roll</b>	8
<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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