

<b>Inspection date</b>	22/10/2014
Previous inspection date	22/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provides a warm, caring environment to help children feel emotionally secure.
- The childminder has a wide variety of good quality toys, which children can access for themselves.
- The childminder has a clear understanding of how young children learn and develop. Therefore, children play with activities that are suitable for their ages and stages of development.
- The childminder has very positive relationships with the parents. This ensures that children receive good consistent care, as there is a good two-way flow of information regularly.

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

- The childminder could improve children's understanding of how to stay safe by including their suggestions in her safety reviews, such as after they have practised the emergency evacuation drills.

## 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 talked to the childminder and parents regarding the care being given to children.
- The inspector sampled a selection of paperwork including children's assessment records, the safeguarding procedures and accident and incident records.
- The inspector observed the good interaction between the childminder and her minded children.

## Inspector

Linda Coccia

## Full report

### Information about the setting

The childminder registered in 1994. She lives with her husband and one grown up child in Womenswold, outside Canterbury. The whole of the ground floor, except the lounge, is used for childminding. There are two downstairs toilets available to the children. There is an enclosed garden available for outside play. The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age range on roll. The childminder is able to support children who learn English as an additional language. Children attend on a part-time basis. The family has a dog, a cat, a rabbit and two horses.

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

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

- extend children's understanding of the safety procedures by including their views and suggestions in order to help them learn to keep themselves and others safe.

## Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements and how children learn and develop. She provides a good range of toys and activities suitable for their differing ages and stages of development. Through providing an interesting educational programme and the regular observation and assessment of the children's progress, the childminder is able to track children's progress in relation to their starting points and capabilities. She quickly identifies if children are not developing as expected and discusses any required additional support with parents. Her well maintained records show that all children are making good progress towards the Early Learning Goals.

The childminder uses good teaching methods to help children learn to appreciate books and begin to learn letter shapes and sounds. Children use a variety of different sized construction bricks which the childminder uses to teach children sorting and grading, numbers and colours. Children enjoy the use of the push button musical toys which they move and dance to.

Children accompany the childminder on walks around her property. She competently teaches children about the seasons and lifecycles of animals and insects. Therefore, children learn to be aware of their environment. They particularly enjoy watching the horses in the field. The childminder teaches children about turn taking as they play a variety of table top and matching games. Children have access to a wide variety of craft activities, which they learn to express themselves with under the watchful guidance of the

childminder. Children also learn to express themselves using musical instruments and enjoy singing along to their favourite songs and rhymes. The children are busy acquiring the skills and dispositions to help them with the next stages of their learning.

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

Parents report that their children are very happy with the childminder. They ask about the childminder when they are not with her and greet her with the biggest smiles and warmest hugs. Children demonstrate they feel emotionally secure and safe with the childminder.

The childminder teaches the children about good hygiene and to manage their own needs. Therefore, children quickly learn to become independent. They learn to follow the childminder's good hygiene procedures before helping her prepare food for meals and snacks. They take part in regular cooking activities, using fresh ingredients to make both hot and cold dishes. The childminder also teaches the children about the effects of food on their bodies and how to help themselves stay fit and healthy. For example, they drink lots of water in hot weather and use sun hats and sun creams.

The childminder has good procedures to teach children to understand the risks involved in using the large garden equipment and keeping themselves and others safe. However, the childminder could strengthen some procedures by including the children's views and suggestions, particularly when practising the emergency evacuation procedures. Overall, children learn about risks and are confident in their surroundings as they move freely around. Because the childminder has helped children develop their confidence and manage their own needs, their move to school is smooth.

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

The childminder has a good range of policies and procedures which helps her to maintain the smooth running of her setting. Her safeguarding procedures encompass various aspects of children's physical safety, health and well-being. Her written paperwork is well maintained, such as, the attendance records and accident and incident records. All the adults residing on the premises have an enhanced disclosure issued by the Disclosure and Barring Service. The childminder regularly effectively assesses any risks at her premises and requires visitors to sign her visitors' book. This shows that the childminder has a good understanding of the safeguarding and welfare requirements and children's well-being is a high priority to her.

The childminder also regularly assesses her educational programme for children. This enables her to ensure all activities she provides, supports their interests and their individual learning requirements. She has good procedures in place to work in partnership with other professionals and can explain what she would do if she has to use them. This means that she can seek additional support and guidance to help ensure that all children's

needs are met. The childminder has good partnership with the parents. They rely greatly on verbal communication to discuss the children. Parents report they are very happy with the range of activities their children have. They work closely with the childminder to prepare for children's next steps, such as potty training. The childminder asks for parents views regularly, so that she can carry out periodical evaluations of her service. She carefully considers the impact of any changes on her setting, through discussion with her parents. For example, she talked to them about replacing the trampoline when it broke. Between them they decided that there was more risk than benefit for the children. This shows that the childminder is able to maintain the continuous improvement of her setting and take into account the views of the parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	126858
<b>Local authority</b>	Kent
<b>Inspection number</b>	813704
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/09/2009
<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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