

## **Inspection date**

Previous inspection date

21/10/2014

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 have formed close attachments with the childminder as a result of her warm, caring nature and effective settling-in procedures.
- The childminder finds out about children's individual needs and interests to be able to meet their individual requirements and support their progress and development.
- Children make good progress across all areas of learning, because the childminder plans challenging and interesting activities.
- The childminder works closely with parents, promoting good quality continuous care and learning opportunities for each child.
- The childminder has a thorough knowledge of the safeguarding and welfare requirements and is clear about her role in keeping children safe at all times.

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

- The childminder does not always fully enhance children's early writing skills through providing a wide range of resources to encourage them to explore mark making in their daily play activities.

## 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 the daily routine and discussed the organisation and managing of the childminding service with the childminder.
- The inspector discussed risk assessments with the childminder and inspected the areas of the home used for childminding.
- The inspector discussed with the childminder her recruitment and vetting procedures in relation to ensuring suitability of persons to work with children.
- The inspector sampled a range of documents including policies and procedures and children's records.
- The inspector observed the childminder interacting with the children and held discussions with her throughout the inspection.

## Inspector

Sara Garrity

## Full report

### Information about the setting

The childminder registered in 2012. She lives with her family in Leybourne, West Malling, Kent. All areas of the property are used for childminding and there is an enclosed garden. They have a family pet. She is currently caring for nine children, three of whom are in the early years age range. The childminder is registered for overnight care. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder looks after children Monday to Friday, from 7.30am to 6.30pm all year round. She employs an assistant during the school holidays. The childminder walks or drives to local schools to take and collect children. She attends toddler and childminder groups with the children throughout the week. The childminder receives support from the local authority.

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

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

- further develop the range and variety of resources which encourage children to explore patterns and mark-making.

## Inspection judgements

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

The childminder has a good knowledge and understanding of all the areas of learning. Her quality of teaching is good, because she focuses on providing the children with a variety of resources, which interest and engage them. Therefore, ensuring that the time children spend in her home is enjoyable and exciting. They are able to make choices in their play as they access resources from the low-level storage units. The childminder encourages the children to take ownership of their environment. For example, the children decide which toys to put away, creating more space for the train track to go down. The children play alongside each other making healthy dinners in the play kitchen, for the childminder and visitor. The childminder supports older children to become good role models as they let the younger children join in their play. All children are learning how to respond to each other, this prepares them for the next stage in learning by developing sharing and turn taking skills.

The babies enjoy exploring and investigate the environment, as they are able to pull themselves up safely to standing position. They are building their confidence and enjoy receiving praise for their achievements. The children enjoy looking at books independently, in the cosy book corner or while waiting for lunch to be prepared. The

childminder reads the children's favourite books to them and actively encourages them to predict what will happen next, as well as naming the characters in the books. This develops their communication, language and literacy skills. Children also benefit from regular outings around the local community, to parks and local schools, to enhance their learning experiences and see their world around them.

The childminder frequently observes the children to identify their developmental needs and current interests. She accurately evaluates these observations to track the children's progress. This enables her to plan interesting activities based on the children's next steps and interests. The childminder completes interesting and informative learning journeys, which include photographs of the children engaging in different activities, this enables parents to see how their children learn through play. The childminder completes the progress check for children ages two years as well as final assessments ready for those children going through to school. This helps to ensure the reception teacher has an overview of the child's stage of development to support them with the next stage in their lives.

The childminder works closely in partnership with parents. She keeps parents well informed about their children's progress each day, both with daily verbal communication as well as providing a written account of the play and learning experiences. The childminder writes down the information she receives from parents about what the children have been undertaking at home. She uses this information to update her planning further; taking into account children's emerging interests.

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

The childminder provides the children with a warm and welcoming home environment where they can explore safely. The children are developing their confidence and self-esteem as they explore the home knowing that a familiar adult is close by for a cuddle. All children are excited and happy to be in the childminder's care. The childminder is aware of the need to support the children to learn to manage their own safety. She is constantly vigilant while the children are in her care. For example, she supports the children to manage the stairs independently as well as talking to them about how to keep safe while out walking. The children have daily opportunities to be out in the fresh air. The childminder organises trips to local parks for the children to meet the animals and see plants growing. The children benefit from being able to explore and investigate within their community.

The childminder is teaching the children about good hygiene routines as they wash their hands before sitting down to eat. She makes effective use of daily routines to extend the children's learning, by talking to them about why they need to use the soap. Therefore, the children are beginning to learn about how to keep themselves healthy. The childminder provides nutritious snacks for the children, which include fruit, yogurts and vegetables. She asks the children to choose what they would like to eat at snack and lunchtimes. The childminder provides the children with home-cooked nutritious meals. She shares the menus with parents and gives them a daily record of what their child has had

to eat. Water is available all day, and the childminder reminds the children to have a drink so they do not get thirsty. The childminder is teaching the children about the importance of a healthy diet and the children are beginning to learn about a healthy lifestyle.

The children are actively involved in the range of activities the childminder has provided for them. She regularly rotates the resources to provide a constantly stimulating environment for the children. The childminder supports and teaches children about how to be kind to their friends and share. Consequently, they are learning to behave very well. They are beginning to share equipment and are learning how to use toys safely. For example, the older children sit at the table to build with the small building blocks, as they know the pieces are too small for the babies.

The childminder is very caring and considerate especially when supporting children with their individual care routines. She explains to the babies and children what is happening at nappy changing time. She makes effective use of this time to extend the children's language skills as she communicates with them and listens as they chatter back to her. The childminder is supporting the children to develop physically as they learn new skills, becoming confident learners who are ready for the next stage in their lives.

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

The childminder has a very good understanding of her roles and responsibility in meeting the statutory requirements of the Early Years Foundation Stage. She is committed to providing a high quality service for all children and their families. The childminder is fully aware of her duties in ensuring all individuals she employs to work with children are suitable to do so. She has robust recruitment and vetting procedures in place. The childminder also has clear induction procedures to ensure any assistant she employs understands the policies and procedures of her setting and how to implement these. The childminder is aware of the safeguarding procedures to follow to keep children safe at all times. She has undertaken paediatric first aid training, to ensure she has the required skills to treat any minor injuries children might sustain. The childminder carries out comprehensive risks assessments and ensures all assistants are aware of how to manage any hazards in the environment, to ensure children are safe at all times. The childminder supervises the children and checks visitors' identity before allowing them into her home. She accurately records all registers and accident books and stores all documentation appropriately; this enables her to further support children's wellbeing.

The childminder has made close links with other childminder's in the area. She attends meetings and events; this helps her to maintain her own practice. The childminder attends other groups with the children to support them to develop socially, as well as becoming part of the wider community.

The childminder has a good knowledge of the areas and aspects of learning and embeds these in the children's planned activities and daily routines. She closely monitors the children's progress to identify gaps in attainments. She works closely with parents to

provide a continuity of care and learning. The childminder is aware of where to go to if she requires additional support to meet children's individual needs, consequently, promoting their on-going progression. Parents have signed the required consent forms, including acknowledging they are aware that the childminder has an assistant during the holidays to help look after the children. The childminder constantly reflects on her practice and is aware of her strengths and areas for improvement. She completes detailed action plans to support her on-going practice

### **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>	EY450342
<b>Local authority</b>	Kent
<b>Inspection number</b>	994102
<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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