

Inspection date	30/10/2014
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has positive relationships with parents. This enables them to exchange daily information about the children's care needs and parents' wishes, which helps children to move smoothly between their home and the childminding setting.
- The childminder provides a caring and nurturing environment, where all children form secure emotional attachments.
- The childminder has a good understanding of safeguarding procedures to promote children's welfare. Appropriate routines and risk assessments help her to maintain a safe and secure environment.
- Children are developing good language and communication skills. This is because the childminder sensitively models language to them.

It is not yet outstanding because

- The childminder does not always offer opportunities for children to make independent choices about their play to develop their decision-making skills.

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 and the quality of the childminder's interaction with the children.
- The inspector checked evidence of suitability of the childminder and other adults living on the premises.
- The inspector reviewed the children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion with a parent.
- The inspector spoke with the childminder at appropriate times throughout the inspection and they completed a joint observation.

Inspector

Maxine Ansell

Full report

Information about the setting

The childminder registered in 1993. She lives with her husband in a residential area of Margate, Kent. The whole of the ground floor of the childminder's home, including a downstairs toilet is used for childminding and there is a garden for outside play. The childminder offers her service between 7am and 6pm. She is currently minding three children in the early years age group. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children. She is a member of Professional Association for Childcare in Early Years (PACEY).

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 decision-making skills by giving them further opportunities to make independent choices from the toys and resources to support their self-initiated play.

Inspection judgements

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

The childminder has a secure understanding of how children learn through play. She prepares them well for the next stage in their learning through her good quality teaching. The childminder has a broad range of resources and activities suitable for the different ages of children that she cares for. She provides an environment rich in language, which builds on the children's communication skills extremely well. The childminder skilfully develops good quality two-way conversation with the children, sustaining eye contact, modelling language and giving them time to think and respond. She uses meaningful contexts to introduce new words, for example, she effectively engaged a child in a conversation following their interest in trains. The childminder encourages babies' speech development by naming objects and actions when she is playing with them. She uses thought provoking questions well to enable the children to develop their ideas, make connections and use their imagination, such as through a discussion about a picture on a puzzle. As a result, children quickly develop their language skills.

The childminder has good systems in place during the settling visits she offers to gather effective information about the children's starting points. Parents' are encouraged to discuss their children's development, current interests and skills. The childminder then uses this information to start her planning and assessment process to ensure that the children build on what they already know and can do. This supports children to make progress from the start. She assesses the children's progress termly identifying their next

steps in all areas of learning, tailored to their individual needs. The childminder shares this information with parents and encourages their contribution, which promotes a consistent approach to supporting children's learning. Therefore, due to the accurate assessment and the involvement of parents in their children's learning, children make good progress from their starting points.

The childminder's weekly routine includes a range of varied and interesting play opportunities. These help to extend and develop children's learning through play and interesting activities. The childminder regularly arranges outings to the park and down to the beach to develop the children's large muscles, such as on swings, slides and by running. Children use different types of age appropriate puzzles, construction blocks, musical instruments and small world toys. The childminder uses these resources to promote the children's small muscle skills, for example, brightly coloured objects for babies to grasp and press. She adapts the activities to challenge the children to achieve their next stage of learning by providing activities that need sorting, matching and ordering. The childminder plans a flexible routine where the children are able to choose their play or engage with an adult-led activity. However, opportunities for children to choose toys and resources independently are sometimes limited due to the arrangements for storing resources. This means children do not fully develop their decision-making skills.

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

The childminder has a close relationship with parents, gathering daily information about their children's well-being, for example, how well they have slept and when they have eaten. She also passes on information about the children's day so that there is a consistent approach to meeting the children's individual needs. As a result, parents feel supported and children feel safe and emotionally secure in her care. The childminder's arrangements for settling new children are flexible and reflect individual children's needs. She gradually reduces the time the parents stay with the children and increases the length of time the children attend alone. Thereby, ensuring they feel safe and become confident and familiar with their new surroundings. While the parents are visiting with their children, the childminder gathers extensive information about their child's individual needs, such as sleep patterns, eating habits, current interests, and likes and dislikes. Therefore, due to this highly reflective approach the childminder develops an effective knowledge and understanding of children's care routines. As a result, children settle quickly and start building close bonds with her from the start

The childminder provides consistent routines and role models expected behaviour to the children. This helps the children to understand what she expects of them. As a result, children behave very well and they are polite and have respectful relationships with both the childminder and other minded children. For example, a young child played carefully with a baby, encouraging them to smile in response, which builds positive relationships. The childminder makes good use of praise to celebrate children's achievements. This provides children with a positive self-image and high self-esteem.

The childminder teaches children about good hygiene and a healthy diet through everyday

routines. The children follow clear hygiene procedures and understand the need to wash their hands before eating and after using the toilet. The childminder uses good opportunities to discuss healthy foods, such as using mealtimes, books and puzzles. Children benefit from outdoor play and engage in physical activities. For instance, they enjoy playing in the garden, going on walks, and visiting the park to throw, catch and kick balls. This promotes the children's physical development, their enjoyment of playing in the fresh air and encourages them to lead a healthy lifestyle.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. She understands how to implement these to promote children's safety and their learning and development. The childminder displays a secure knowledge of her roles and responsibilities, showing a good understanding of the Local Safeguarding Children Board procedures to help safeguard children's welfare. Adults in the household have completed the required vetting procedures to check their suitability. The childminder supervises the children well and the premises are safe and secure for the children to play in. She has a risk assessment policy and completes a daily visual check of the premises and equipment. She has effective processes for outings to promote children's safety thoroughly. The childminder has completed first-aid training and has emergency evacuation procedures in place that she practises with the children. As a result, these effective safety strategies help to ensure the children are safe around the home, in the garden and when out in the community.

The childminder has very good partnerships with parents. She involves them and takes their wishes into account well. The childminder provides useful information for parents about her service, such as arrangements for children's care, learning and development and the daily routines. This includes a range of written policies, procedures and information about her service. The childminder provides daily feedback to parents about their children's day, along with advice and suggestions when needed to support parents. Parents' speak very highly of the childminder stating she is dedicated and committed to her job. The childminder demonstrates she understands the importance of developing partnerships with other settings children attend and any professionals involved in their care and learning.

The childminder gathers the parents and children's views and opinions to support her self-evaluation process. She demonstrates a clear understanding of the strengths of her service and the areas to develop and improve. Since her last inspection, the childminder has developed new systems for observation, planning and assessment. These systems involve written observations, making regular assessment and evaluating the activities. As a result, the childminder reviews the children's progress securely. In addition, she has implemented a monitoring system to evaluate the children's progress. These measures help the childminder to identify and close any gaps in their learning. These improvements benefit the children's learning and development and support their good progress.

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	125234
Local authority	Kent
Inspection number	840520
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	02/03/2009
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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