

Inspection date	31/10/2014
Previous inspection date	17/12/2009

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 teaching is good because it is based on a thorough knowledge of the Early Years Foundation Stage. Therefore, the childminder makes good use of opportunities to promote children's learning through free play.
- Children are developing good communication skill because the childminder sensitively models language in a fun, imaginative way.
- Children are developing strong bonds and attachments with their childminder and other children. The childminder knows about the children's likes and interests, which means children feel safe and emotionally secure in her care.
- Partnership with parents is strong because the childminder regular exchanges information both verbally and in writing. As a result, of the two-way flow of conversation parents remain well informed about their children's progress.

It is not yet outstanding because

- The childminder does not always establish clear links with other early years settings where children attend both provisions to ensure continuity of care and learning.

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 reviewed the children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and all adults living on the premises.
- The inspector took account of the views of parents through discussions with the childminder, and from information in letters.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector observed activities and the quality of the childminder's interaction with the children.

Inspector

Maxine Ansell

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and two children in Ramsgate, Kent. The ground floor of the childminder's home and the upstairs toilet is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding six children between the ages of one year and eight years, of whom three are within the Early Years Foundation Stage. The childminder walks to local schools to take and collect children. She attends local parent/toddler groups and the local childminding group. The childminder is a member of the Professional Association for Childcare in Early Years.

What the setting needs to do to improve further

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

- further strengthen information sharing with other early years setting that children attend to ensure continuity of care and learning..

Inspection judgements

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is good because she uses an effective observation and assessment system to plan for the children's interests and next developmental steps. The childminder has an effective settling-in process which enables her to gather information about the children's development and current interests from parents. She then uses this information to formulate the children's starting point. This enables her to plan interesting relevant experiences and activities to extend further the children's interests and develop their skills and knowledge. As a result, children feel happy, settle and make good progress from their starting points. The childminder completes the required progress check for children between the ages of two and three years. She share a written summary with parents to enable them to support children's development at home. Three times a year the childminder tracks the children's progress to develop a clear overview of their development, which she shares with parents. She then identifies focussed next steps across all areas of learning. As a result, children make good progress across all areas of learning.

The children experience a language rich environment, which builds their communication skills extremely well. The childminder skilfully develops good quality two-way conversation through pretend play, sustaining eye contact and giving the children time to think and respond. She encourages the children to use their imagination confidently to extend their

own first-hand experiences. As a result, the childminder introduces children to new words in meaningful contexts and develop a better understanding of the world around them. The childminder uses thought provoking questions to enable the children to develop ideas make connections and use their imagination. For example, on the imaginary picnic trip the child was encouraged to decide on the food they would need to buy, what they needed to take with them and where they would be going.

The childminder plans a flexible range of varied, interesting play opportunities throughout the week to create a good learning environment. She rotates resources and toys, from the garage to meet the children's current interests and needs. As a result, children extend and develop their learning through play. A range of interesting resources accessible in clear-labelled boxes is available for both the younger and older children. These include puzzles, construction blocks, small world toys, cars and electronic resources. The childminder uses these resources to promote the children's small muscle skills for example she provides car track for the children to link and small cars for them to handle. The childminder adapts the activities to help children to achieve their next stage of learning by providing activities that need sorting, matching and posting. As a result, children make excellent progress in physical development, extend their independent skills and have opportunities to develop their mathematical skills.

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

The young children form strong, emotional bonds with their childminder and the other children. This is because of the childminder's sensitive approach. She gathers good information from the parents about the children's individual needs, likes, routines, interests and builds these into her childminding day. For example, one of the children has a strong interest in cars and on the day he attends the cars and track are ready to enable him to settle quickly. The childminder is positive and friendly with the children and gives them lots of attention. As a result, children are secure, able to develop quickly and feel valued. The childminder regularly gives children praise during their play to boost their self-esteem and well-being. She has high expectations and talks to the children so that they understand how to behave in the environment. She has clear and consistent methods for managing unwanted behaviour and through praise and encouragement teaches the children to be polite. For example 'please may I have' and 'thank you' is encouraged and regularly heard.

The childminder is effective in teaching children about their own safety by encouraging them to be aware of their surroundings. She has clear rules about tidying away toys and resources before getting others out, to minimise trip hazard when manoeuvring a pushchair around. Children help to tidy away with very little encouragement. This also encourages the children to respect and take care of the toys. For example, being encouraged to kick the ball gently so it does not hurt anyone. The childminder uses various opportunities to teach children about road safety, for example, on outings when crossing the road. She also incorporates this into imaginary games, when pretending to drive a car or cross the road to buy food for a picnic. Consequently, children are learning to be aware of their own and others safety.

Through every day routines, healthy meals, snacks and opportunities to engage in physical activities, the childminder effectively promotes children's good health. Children understand the need to wash their hands at the appropriate times of the day for example before snack and after the toilet. As a result, children are developing an understanding as to how to keep themselves healthy and well. The children have good opportunities to go outdoors and engage in physical activities. They play with bikes and balls in the garden, go on walks and visit the park on their way to or from school pickup. These opportunities enable children to be active and enjoy playing in the fresh air. Therefore, promoting children's physical development and encouraging children to lead and enjoy a healthy lifestyle.

The childminder has effective strategies in place to encourage children's independence. She offers guidance, encouragement and provides good support in their play, helping them to learn successfully. The childminder effectively inspires children to make independent choices and decisions about what they are going to play with. She supports children to spend the majority of their time at activities of their own choosing using these activities to extend their learning. Therefore, the effective strategies allow children to become more confident, independent and effective learners.

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

The childminder has developed clear and effective processes to implement the requirements of the safeguarding and welfare requirements of the Early Years Foundations Stage. She displays a secure knowledge of how to respond if she has concerns about a child in her care, to protect the children's well-being. She is also aware of the procedure should an allegation be made against her. This shows a good understanding of the Local Safeguarding Children Board procedures. All the required suitability checks, such as Disclosure and Barring Service checks are in place for the adults living in the house. To further safeguard, the children's welfare the childminder has a risk assessment policy and process. The risk assessment process includes a daily visual checklist of the premises and minimising any hazards found. The childminder also has risk assessments for the outings the children participate in.

The childminder has a very good partnership with parents. She provides both verbal and written information about how she runs her practice, for example care routine and daily activities. The childminder has range of clear and informative policies and procedures that parents view when they first start at the childminders. On a daily basis parents and the childminder exchange information about the children's daily or weekend activities and any new interests the children may be developing. Three times a year the childminder meets with parent to discuss their child's progress and next steps. As a result, the continuity of children's learning and care is supported well. Parents were very complimentary praising the homely environment, the care, attention and love given to their child. They were extremely happy and commented that their child 'has really progressed through learning by play'. Therefore, this two-way flow of information contributes to developing her practice and has a positive impact on the children. However, the childminder does not

establish a clear system for establishing links with other early years settings that children may attend such as a nursery. This does not fully support continuity in children's care, learning and development at all times.

Following training since her last inspection, the childminder has developed new systems for her observation planning and assessment. Effective observation, assessment and evaluation of activities enables the childminder to review children's progress and promote their learning to a good level. The childminder now has a monitoring system to analyse the children's progress, linking to the Early Years Foundation Stage and developing the children's next steps in learning. As a result, she is able to monitor children's individual progress and put intervention in place to ensure they make good progress from their starting points.

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	EY308074
Local authority	Kent
Inspection number	834242
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17/12/2009
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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