

Inspection date	13/11/2014
Previous inspection date	08/09/2010

The quality and standards of the early years provision	This inspection:	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 helps children gain positive levels of confidence and a keenness to engage in play or planned activities, supporting their ongoing learning.
- The childminder provides a welcoming and safe environment that encourages children to make independent decisions about their play.
- The childminder works positively in partnership with others to support children's welfare and learning needs.
- The childminder knows the children well so she can respond effectively to their individual needs.

It is not yet outstanding because

- The childminder does not always make good use of lower case letters to promote children's awareness of the written word.
- The childminder does not routinely review and use information from parents about how they support children's next steps in their learning at home in her assessments.

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 checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector observed children and childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation, including children's development records.
- The inspector viewed the rooms used by children.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2009. She lives with her partner and father-in-law in Kennington, Kent. The home is close to shops, parks, schools and public transport links. The childminder uses rooms on the ground floor for childminding. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding 19 children, of these eight are in the early years age range. The childminder collects children from the local school and attends toddler groups on a regular basis. She receives funding for free early education for three- and four-year-olds. The childminder has an appropriate childcare qualification at level 3.

What the setting needs to do to improve further

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

- broaden children's growing awareness of the written word by using lower case letters appropriately as well as capitals in their names and in labelling
- engage parents in supporting children's learning at home in order to clearly use the feedback they provide in children's learning assessments.

Inspection judgements

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

The childminder supports and encourages children's learning well. She obtains detail from parents about children's interests and individual needs before they start. This helps the childminder begin to assess their starting points. From observations as children play, she identifies and plans for the next steps in their learning. The childminder monitors children's development so she can ensure they are making progress. She uses this information to help her identify and address any learning gaps. The childminder provides parents with a progress check for two-year-old children, when required. These provide detail about children's personal, social, emotional and physical progress as well as their communication and language development. In addition to sharing children's learning records, the childminder provides informative daily diaries with parents. These include detail about children's daily care, such as sleep times and meals. The childminder also informs parents about children's achievements and the areas of learning she is developing with them. This means they can support their children's learning at home. However, she is not routinely using feedback about learning at home to support her assessment process.

Children are very keen to explore the accessible toys and take part in activities. The

childminder encourages problem solving as children attempt puzzles or manage to connect train track pieces. She provides pencils and paper for mark making and children learn to hold a pencil well for future writing skills. Children have an interest in books and the childminder regularly reads to them. This helps children gain an awareness of print. They have their names on display and a letter line of the alphabet. However, these are all in capital letters and are less effective in helping children learn to use lower case letters. The childminder ably supports children's developing language. She responds positively to toddlers early attempts at speaking and gives older children time to think of what they want to say. The childminder is very aware of children interests and ensures the resources and activities reflect these. For example, she used children's fascination with an animated film to encourage use of computer games that challenge children. The childminder supports children well in gaining the skills they need for school.

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

The childminder has nurturing relationships with children in a welcoming and child-centred environment. Children happily make choices about their play, having easy access to the wide range of good quality resources. They are very comfortable with the childminder, gaining secure emotional well-being to help them cope with any future moves. The relationship with the childminder means children settle down quickly at naptime and sleep soundly. Children are developing extremely well in their personal and social development as they play cooperatively with others and share resources. The childminder sensitively manages children's behaviour, recognising that each child as an individual in her approach.

The childminder routinely discusses children's care needs with parents and fully supports children's individual needs, such as potty training. Children benefit from play in the fresh air as they use the garden or visit the local parks. As a result, the childminder helps promote healthy lifestyles. She provides healthy snacks and meals that children enjoy. The childminder promotes children's growing independence and confidence well as they do things for themselves. For example, she encourages children to help prepare their sandwiches for lunch. Children know where their drink bottles are and access them regularly, taking control over their thirst needs. Young children confidently communicate to the childminder that their bottle needs refilling. Children learn to keep safe as the childminder gently reminds them to take care as they play. For example, reminding children to mind their head as they reach for a toy in the storage unit.

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

The childminder is confident about her role for safeguarding children. She has good understanding about the requirement to follow up on any concern she has about children's welfare. She keeps up-to-date with child protection training and informs parents of her

responsibilities. The childminder has valid paediatric first-aid certificate to help her deal with injuries and accidents. She risk assesses her home and minimises potential hazards. For example, using safety gates at some doors mean children cannot enter other parts of the home without the childminder.

The childminder reflects on her practices. Her written self-evaluation shows she has a good awareness of her strengths and regularly updates the identified areas for improvement. She has met the recommendations set at her last inspection and attended relevant training courses to improve her knowledge. The childminder's plans include additional child protection training to update her awareness and she is keen to improve on her childcare qualification. She demonstrates a good capacity to maintain improvement.

The childminder fully understands the benefits of working in partnership with parents and others. She knows how sharing information helps provide a positive care and learning experience for children. The childminder has a good understanding of the learning and development requirements. She provides positive encouragement to children to help them make progress across the areas of learning. She monitors individual children's achievements and addresses any learning gaps.

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	EY397970
Local authority	Kent
Inspection number	844811
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	08/09/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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