

Inspection date	18/11/2014
Previous inspection date	18/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides the children with an extremely warm and welcoming home, where they are relaxed and ready to learn.
- Due to the childminder's input and outstanding understanding of the Early Years Foundation Stage all children are making excellent progress.
- The childminder develops exceptional relationship with parents, and is committed to providing a service that meets their individual needs.
- The childminder carries out robust risk assessments and monitors the environment continually to ensure that children are kept safe at all times.
- The children are becoming independent learners who take pride in their surroundings because of the childminder's first-class teaching.

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 children participating in activities and interacting with the childminder.
- The inspector examined documents and the records of children's learning and development.
- The inspector looked at areas of the home used by children, in relation to their health and safety.
- The inspector read the childminder's on-line evaluation form prior to the inspection.
- The inspector held discussions with the childminder throughout the inspection.

Inspector
Sara Garrity

Full report

Information about the setting

The childminder registered in 2010. She lives with her family in a residential area of Margate, Kent. The whole of the childminder's home is used for childminding. There are steps to the front door and into the garden. The family has several family pets. The childminder has two assistants who work with her when needed. She has 18 children on roll, of whom; six are in the early years age range. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She operates Monday to Friday from 6.30 am to 10pm all year. The childminder is also registered to care for children overnight. The childminder drops off and collects children from local schools. She attends parent and toddler groups and 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:

- offer children more opportunities to see names and labels in the outdoor environment to understand words have meanings.

Inspection judgements

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

The childminder provides the children with an incredibly nurturing environment, which is cosy and inviting. The children have an array of toys and resources, which are easily accessible and attractively arranged so that children are able to make choices without being overwhelmed. The childminder rotates equipment regularly to offer new and interesting toys and build on the children's experiences and learning. The childminder helps children understand that print has meaning by placing labels on toy boxes as well as posters around the home. However, the children see fewer signs in the outdoor environment to enhance their understanding of the written word further.

The childminder offers the children a wealth of opportunities to explore patterns and mark making through the extensive use of craft materials. They also make patterns on a larger scale when visiting the beach to play in the sand. The childminder is very keen to engage the children in the world around them. They particularly enjoyed watching the birds and finding out their names, which led to them making bird feeders to enrich this interest further. The children were actively engaged in making their feeders, thinking about the best way to attach the seeds to the cone. The children demonstrate high levels of involvement in all activities they engage in, thus making excellent in their learning. The childminder is highly skilled in embedding mathematical language in all activities as she helps the children to compare and contrast size and weight. The children benefit from lots

of trips out in their local community. The childminder takes them to local parent and toddler groups to support their social skills, as well as visiting the local libraries to listen to story time before choosing new books to bring home.

The children's communication and language development is exceptional. They recall past events as well as chatter away with the childminder about what they would like to do next. The childminder is highly skilled at knowing when to participate to enhance play and when to stand back and let them lead their own activities. The children investigate the doctor's box excitedly and have a clear understanding of how to use the variety of items. They extend their own activity further as they politely ask the childminder to lie down so they can make her better. The children demonstrate they are exceptionally confident in their environment and know that the childminder will interact and engage in their play. The childminder makes excellent use of open-ended questioning as well as reinforcing words using objects to introduce new vocabulary and challenge the children's thinking.

The childminder knows the children exceptionally well and plans activities that focus on their emerging interests and next stage of development. She adapts activities suitably so that all children are able to participate at the appropriate level. The childminder carries out regular observation on the children, which she evaluates accurately to monitor their progress. Each child has an individual learning journey folder where observations and photographs are stored. The parents review these regularly and write comments, which the childminder uses to plan further activities she knows the children will enjoy therefore encouraging learning. The childminder completes the progress check for children at age two, as well as reports to support the children moving on to school. She works very closely with parents and other professionals to ensure that children receive extra support if needed. Consequently, children are making significant progress in their learning and development.

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

The children's well-being and care is of the utmost importance to the childminder. They demonstrate they are extremely content and comfortable in the childminder's care as they explore and investigate their surroundings. The children's personal social and emotional development is fostered through the vast array of opportunities the childminder offers them to become confident and independent learners. They take ownership of their environment, quickly tidying up activities to have sufficient space to set up the table. The childminder makes effective use of daily routines to teach the children about looking after themselves and others. They helped to look after the family rabbit and learnt about why it is important to wash their hands afterwards. The children's behaviour is exemplary due to the childminder's consistent approach; teaching them to share and take turns as well as being a positive role model. Children are happy and secure with the childminder and she makes sure they are comfortable in the presence of visitors. Children have a very strong relationship with the childminder, who they turn to for cuddles and comfort when required.

The childminder understands the importance of working in partnership with parents and

plans individual settling in procedures to meet the needs of each family. She collects information from parents prior to the children starting with her. This enables her to provide continuity of care and follow the children's personal care routines as closely as possible. She has daily conversations with parents to continually update her on the children's changing needs. Consequently, children are exceptionally well cared for. Children flourish in a warm and welcoming environment, learning about how to become independent and manage their own safety. For example, when out walking, the childminder teaches them how to safely cross the road. Children go out in the fresh air daily; they enjoy going out in the garden as well as walks to the park. This helps them to understand the importance of exercise to maintain a healthy lifestyle. The children learn about the importance of a healthy diet through planned activities as well as through discussions at meal times. The children sit down together to enjoy healthy and nutritious meals supplied by their parents. The childminder is aware of any allergies the children might have and reminds them to have a drink throughout the day.

The childminder recognises the importance of helping children to master the skills needed for school. She encourages them to go to the toilet independently, being close by to assist when needed and reminding them to wash their hands. She ensures that the children are given sufficient time to practise putting on coats and shoes, consequently children are learning to do things for themselves. All children are extremely independent and show great awareness of how to look after themselves. They benefit from being with a caring childminder who ensures the environment is organised effectively so that children are as independent as possible.

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

The childminder has clear aims for the service she provides and is highly committed to children achieving their full potential. She demonstrates an excellent understanding of her role and responsibility in safeguarding children's welfare. The childminder has updated her child protection training recently and is fully aware of the process to follow if she has concerns about a child. She also ensures that the assistants working with her have a secure understanding of their roles and have undergone vetting procedures to ensure they are safe to work with children. The childminder recognises the importance of training in improving outcomes for children, and she passes on her knowledge to her assistants. The childminder has a comprehensive knowledge and understanding of the Early Years Foundation Stage and updates policies and procedures to keep abreast of any changes. She minimises risks within the home to help keep children safe, such as using safety gates at doors and the stairs when required.

The childminder has developed extremely positive relationships with parents. She has daily verbal contact with them to pass on information. The book bags and 'Bettie back pack' are effective strategies used by the childminder to engage parents in their children's learning at home. These also provide her with news from home, which she incorporates into her planning to develop her practice and improve outcomes for all children. The childminder also obtains the views of parents through questionnaires and regular discussions to help

her evaluate her childminding service. Comments made by parents indicate that they are extremely happy with the care their children receive. The childminder has established excellent links with local schools and nurseries to support children with the next stage in their lives.

The childminder is committed to improving the services she provides for children and their families. She has an astute understanding of the strengths and areas for improvement within her service. She regularly undertakes additional training to update her knowledge and skills, and has recently passed her driving test to enable her to take the children on more trips within their local community.

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	EY407070
Local authority	Kent
Inspection number	844983
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18/01/2011
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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