

Inspection date	20/11/2014
Previous inspection date	16/07/2012

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		1
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 provides excellent support for children, establishing an exceptional sense of emotional well-being.
- The childminder supports children's learning well, particularly their communication and language development.
- There is an excellent range of toys and resources that encourage children to make choices, developing their independence.
- The childminder teaches children about managing their personal hygiene routines from an early age, supporting a healthy lifestyle.

It is not yet outstanding because

- The childminder is not consistently review how children are progressing with their next steps for their learning at home to further promote their learning and development.
- The childminder is not fully integrating mark making into all areas of children's play inside and outside to encourage early writing practise for different purposes.

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 children and childminder during play activities.
- The inspector checked evidence of safeguarding knowledge, took account of the childminder's self-evaluation and views of parents.
- The inspector sampled a range of documentation, included children's learning and development records.
- The inspector had discussions with the childminder.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in the Bridgefield area of Ashford, Kent. The home is close to parks, schools and public transport links. The ground floor of the childminder's home is available for childminding. There is an enclosed garden for outdoor play. The family has no pets. 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 nine children, of these six are in the early years age range. She also cares for children over the age of eight.

The childminder supports children who are learning English as an additional language. She collects children from the local school. 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:

- strengthen partnerships with parents further by making better use of feedback regarding how children are progressing with their next steps for learning at home
- encourage children to make more effective use of mark making and writing materials in different play and learning experiences indoors and outside.

Inspection judgements

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

The childminder encourages children to make good progress in their learning and development. She has discussions with parent when children start. This gives her information about children interests, likes and dislikes and enables her to assess children's starting points. Parents can suggest areas where they would like their child to progress. This is in addition, to those that the childminder identifies from her observations. The childminder regularly assess and monitors children's progress and achievements. As a result, she is able to plan interesting activities and experiences to promote children's next steps in their learning. The childminder is able to identify any leaning gaps to cover in her planning. The childminder gets to know each child well and encourages their individual learning well. With babies and young children, the childminder concentrates on children's personal, social, emotional and physical progress as well as their communication and language development. She provides parents with regular written summaries of their

child's learning so they are aware of their development. The childminder includes some learning activity ideas to encourage children's progress. As a result, parents can support children's learning at home. However, it is not clear how the childminder routinely uses feedback from parents in her assessments of children's learning.

The childminder uses children's interests in her planning so this motivates children and they are keen to engage with her. Children are making good progress across the areas of learning. The childminder supports young children's developing language as she responds positively to their babble. This encourages children to verbalise more. She clearly verbally reflects what they are doing so they learn and copy new words. The childminder encourages young children to explore, providing different materials to investigate, such as shredded paper or modelling dough. She promotes the physical skills children need to start writing by providing resources that encourage their hand-to-eye coordination. Children begin to make marks on chalkboards. However, the childminder has not fully considered ways to promote writing for different purposes as children play. The availability of the resources encourages children's confidence to make choices. Children are able to operate simple toys. For example, they know how to turn the musical toy on easily, so they can dance to the tune.

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

The childminder provides exemplary emotional support to children. Children benefit significantly from the nurturing relationships they have with the childminder. She sensitively helps them to settle and engage extremely well. The childminder gently encourages young children's developing independence and confidence. As a result, they flourish and gain emotional strength that helps them cope with any future moves. Overall, the childminder creates a highly stimulating play area indoors. This motivates children to explore the very broad range of resources and toys. Children are excited to find toys they enjoy playing with. The childminder ensures that there are toys that challenge young children so they learn to work things out for themselves. This helps teach children to concentrate and persevere. For example, children learn to operate music toys so they can dance to a tune. A shape sorter that has different shapes on two sides means young children have to experiment more. The childminder uses her garden in the better weather with resources that helps support children's learning as well as their physical development. The childminder ensures children have exciting and stimulating experiences at other outdoor facilities. Children regularly visit the parks where they use challenging equipment or have space for energetic play. They visit the woods where young children experience walking on different surfaces and levels. This supports their developing coordination and balance extremely well as well as a healthy lifestyle.

Discussions and detailed information from parents means the childminder has an excellent awareness of individual children's care needs. She provides nutritious snacks and meals if parents prefer not to send packed lunches. Children have their water bottles or beakers within reach, so they can control their own thirst needs. The childminder is highly effective in teaching children about personal care needs. She teaches them hand washing after a nappy change so when they use the toilet it is a routine practice. Children learn extremely

well to keep themselves safe. They practise safe road crossing when out and about as they learn to stop, look and listen. The childminder carries out regularly emergency evacuations, so children from an early age learn the process. The childminder manages children's behaviour excellently. They learn to share resources and to be considerate of others needs.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements. She risk assesses her home well to ensure children remain safe and secure. For example, she stores cleaning chemicals and sharp knives out of children's reach in the kitchen area. The childminder keeps the front door secured and has a safety gate at the stairs. She is confident in her knowledge of child protection and of the processes to follow if she has a concern. The childminder routinely reflects on the quality of her childminding service and demonstrates a positive capacity for continuous improvement. She has made good progress since her last inspection and met the recommendations set well. She maintains an ongoing record of changes she makes to improve outcomes for children. This information forms part of her clear self-evaluation process. Her plans include continuing to develop her garden to create a stimulating learning environment. The childminder attends training to improve her knowledge or watches relevant workshops on line. For example, she recently attended safeguarding training to strengthen her understanding of protecting children.

The childminder regularly asks parents for their views and about their children's views. This may be through discussions or more formally through questionnaires. The responses are very positive and parents say that their children enjoy their day. There is an effective two-way flow of information for discussing children's learning and development. Parents receive good detail about the childminder's practices from the written policies, discussion or from information on the notice board. The childminder is aware of the benefits of partnership working with others as well as parents. This may include having discussions with staff at other early years settings where children attend. This helps create some consistency in children's learning and ensures they receive the support they need. The childminder is confident in her understanding of the learning and development requirements. She ably encourages children's progress and keeps parents informed of children's achievements and care. The information she has enables her to identify any learning gaps. As a result, she is able to act if children need additional support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY441837
Local authority	Kent
Inspection number	845608
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	16/07/2012
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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